Executive Summary

Follow-Up Study of Exiters of Special Education from the Year 2000 Transition Program Status Survey

The Secondary Transition study is part of Connecticut's Continuous Improvement Monitoring Process. The purpose of the study was to address some of those areas identified as "areas in need of improvement", by filling two important gaps in data sources:

1. Determining the post-school outcomes of Special Education students, and
2. The current status of provision of transition services in the state.

Two separate surveys were conducted: A follow-up study of Special Education students who had exited high school in the year 2000, and a Transition Program Status Survey.

The first objective was to design, implement, and analyze the results of a baseline follow-up study of students who exited special education in the year 2000. Three thousand five hundred thirty four (3,534) special education students were identified as having exited high school between January and June of the year 2000 for one of the following reasons: graduation with a regular diploma, graduation with an IEP diploma, ageing out of school, or dropping out. Connecticut had no information regarding the current status of these students. A comprehensive survey was developed to determine the current status of employment, independent living, post-secondary education and community participation of this group. This information will be used to establish a baseline in order to determine if special education services at the high school level are preparing young adults with disabilities to become successful, contributing members of their communities.

The second objective of the study was to design, implement and analyze the results of a Transition Program Needs Assessment survey to determine the current provision of transition services at the secondary level. A comprehensive assessment was conducted to determine if schools employ transition coordinators, provide community-based training

opportunities, teach independent living, self-advocacy or self-determination skills, and establish some level of interagency linkages prior to exit from high school. A Transition Program Status Survey was disseminated to:

- 154 Local Education Agencies (with public high schools),
- Seventeen (17) Regional Vocational/Technical Schools,
- Six (6) Charter Schools,
- Ten (10) Regional Educational Service Center programs and
- Sixty two (62) private special education facilities in the state,

for a total of two hundred and forty nine (249) districts/programs. The survey was designed to collect information on the above listed components in transition program development and service provision, as well as documenting perceived needs for staff/parent training and assistance. The resulting information is intended to guide future training, technical assistance and resource allocation in order to enhance transition programming at the secondary level.

Part 1: Follow-Up Survey of Year 2000 Graduates/Exiters of Special Education

This study was conducted in order to provide a baseline of the current status of former high school students who received special education services. It is the intention of the Department of Education to repeat this survey every two years in order to assess the effectiveness of improvements in transition programs in Connecticut schools. This section summarizes some of the more significant findings in each section of the survey and offers suggestions for further surveys.

Regarding the current employment status of the cohort, while 67% state that they are currently employed, only 43.4% are working 35 hours or more. While 73% of this group is making above minimum wage ($6.70 per hour), over half receive no job benefits of any kind. This may be partially due to the fact that 41.7% have been working at their jobs less than one year.

Regarding on-the-job assistance, there were significant differences between disability categories. While 66.2% respondents overall do not receive any help, 8.1% of respondents with Intellectual Disabilities receive no help. This group also has the highest rate of employment (84.2%). Individuals with Social/Emotional Disabilities reported a low employment rate (52.3%) and only 14.4% of those answering this question reported any form of job support.

The area of job retention held significant differences between disability groups. Overall, 29.1% of respondents had held two jobs, and 22.8% one job since exiting from high school. However, the figure for young adults with Intellectual Disabilities was that 42.9% had held only one job since leaving high school as compared with only 2.3% of respondents with Social/Emotional Disabilities, 44.2% of whom had held two jobs, and 20.9% had held three. Difficulties with their boss or co-workers accounted for 18.4% of respondents overall leaving their most recent job, as compared to 30% of respondents with Social/Emotional Disabilities. "Not enough money" was the second most popular response for both groups in relation to why they had left a job. Differences again arose among those reporting that they were currently looking for work; while 81.3% of respondents with Intellectual Disabilities stated they <u>were not</u>, 54.8% of respondents with Social/Emotional Disabilities said that they <u>were</u>.

Regarding post-secondary education, 92.1% of respondents with Intellectual Disabilities responded that they are not in a college or training program. 46% of the respondents overall are in some kind of program; these responses included not only colleges, but also trade schools, apprenticeship programs, and the military. 27.9% of this group are not receiving any form of help, nor feel that it is necessary. 45 former students responded that they had been enrolled in a program that they did not complete. Of this group, 55.6% said they did not receive any support services.

Further follow-up of students who have dropped out of post-secondary programs is warranted in order to further examine causes of non-completion. One possible explanation is that students are not requesting services. While in high school, students

tend to be passive participants in the support provision process. When the students enter into postsecondary education, they have to be the initiator and manager of their supports. Students with disabilities often don't have an opportunity to learn what they need to learn to negotiate this role switch. While self-advocacy is beginning to be included in the curriculum in some schools, this is far from widespread. Students should be given a greater role in planning their educational goals far earlier, and required rather than invited to attend their meetings.

A significant question that bears further investigation is that of connection to Adult Service or Community Agencies. 60.9% of respondents stated that they had no contact with any agencies since leaving high school. When analyzed by disability category, there were significant differences, in that a majority of young adults with Learning Disabilities (70.5%) reported no agency contact compared with only 1 individual (2.6%) with Intellectual Disabilities who reported no agency contact. This is a clear reflection of the lack of available services and funding for the former population, and the existence of a dedicated state agency (Department of Mental Retardation) for the latter.

The clearest differences between disability groups were evident in the section of the survey on independent living and community participation. While 63.2% of respondents overall report that they are living in their parents' or relatives' home, 92.1% of those with Intellectual Disabilities do so. 83.2% of this group spends most of their time with family members, 28.6% spend time alone, and fewer than half report having any hobbies, fun activities or other recreational activities. The highest reported level of social activity among this group was 27% who reported getting together with friends or relatives they do not live with less than once a week. It appears therefore, that although the majority of this population does receive services from an adult service agency, the impact of this is seen much more in the area of employment than in their involvement in social and community activities, or their residential situation.

From the original letter sent out to Directors of Special Education and Pupil Personnel Services on February 7, 2002, to the final receipt of all addresses at the beginning of

April, over 8 weeks and 214 hours of clerical staff time were expended to create a mailing list for the survey. As the intent is to repeat this survey every two years, it would greatly add to the efficiency of the process to have a centralized database of students accessible for this purpose. If this is not possible, we recommend asking school districts to submit addresses of exiting students at the end of each school year, when this data is more readily available.

Many of the results of this survey are consistent with findings by the President's Commission on Excellence in Special Education, despite the relatively low return rate of 13.38%. A recommendation for future surveys is to follow up survey mailings with telephone interviews and face-to-face interviews in order to: increase the response rate; and obtain more detailed information regarding specific areas such as community support, independent living and community participation. A number of findings warrant further investigation. These include further follow up on employment and employment supports for individuals with Learning Disabilities and Social/Emotional Disabilities; differences in wages by ethnicity; the extent of support services received by students in college or training programs, and the impact of this support on program completion; the role of schools in developing social skills and community connections; and the role of adult service agencies in the transition planning process.

Part 2: Connecticut Transition Program Status Survey

This survey was intended to provide a baseline to be used in conjunction with the Bureau of Special Education and Pupil Services Continuous Improvement Plan for Special Education and the Transition Action Plan developed by the state-level Interagency Transition Task Force. This baseline is intended to increase the provision of quality transition services and programs. A number of outcomes are already in place to improve transition services, such as increasing the number of Transition Coordinators, establishing competency standards for Job Coaches, expanding community-based training programs and extensive training and technical assistance activities. It is the intent of the Department to replicate this study in the future in order to assess changes and improvements in the system.

While a response rate of 42.2% is relatively high, future surveys could increase this rate by being conducted in the Fall rather than Spring months. Telephone conversations with Special Education Directors or their staff indicated that many did not have the time to fill out a survey of this complexity at a time of year when PPT's were being conducted on a frequent basis. In addition, beginning in June many staff were off for the summer, so that it was not possible for a team to be convened to fill out the survey as originally intended. The more significant finding of this study is summarized as follows:

Transition Planning: The first item of significance is that overall in Connecticut, 62.9% of the entities (public schools, charter schools, RESC's, private special education facilities) responding to this survey do not employ transition coordinators at this time. For public schools, that figure is 53%. If the district has no transition coordinator, the primary responsibility for transition services is given to the special education teacher in 58.8% of districts or the Special Education Department Head in another 16.2% of districts.

In the development of goals and objectives, besides the student and parent, primary staff involved are the special education teacher and the guidance counselor. Transition Coordinators were only involved 34.3% of the time. This may be due to the number of schools that do not employ Transition Coordinators.

While 104 out of 105 respondents indicated that students actively participate in the PPT process, attendance by students at their PPT meetings is not consistent. As seen in Table 9, the highest rate of student attendance is 93.2% for students with visual/hearing impairments at age 18. Other disability groups and ages were lower, and children with Intellectual Disabilities and Multiple Disabilities were the least likely to be included in the transition PPT meetings at any age. The highest frequency for students with Multiple Disabilities was 71.2% attendance at age 18. At age 15 this frequency was 58.9%. There is a clear pattern of attendance increasing overall as students get older.

Assessment: It would appear from the survey data that students with Intellectual Disabilities, Multiple Disabilities and Autism are more likely to receive assessments in all areas than are the other three disability groups. Additionally, students with Learning Disabilities, ADD/ADHD and Visual/Hearing Impairments are more likely to receive vocational assessments than they are assessments in independent living, recreation/leisure and community participation. 58.1% of districts indicated that they send students to rehabilitation facilities for vocational evaluations, and 78.1% contract with outside agencies to conduct evaluations.

Curricula: In middle school, the majority of students in all disability categories are taught in either integrated or self-contained classrooms, as opposed to community environments. Social skills (28.6%), independent living skills (28.6%) and recreation/leisure skills (26.9%) taught to students with Intellectual Disabilities provide the highest percentages of skills taught in community settings. Transportation skills appear to be taught little in middle school, the highest percentage being 24.5% for students with visual/hearing impairments who are apparently taught these skills in integrated regular classrooms.

Students with Learning Disabilities, ADD/ADHD, Visual and Hearing Impairments and Social/Emotional Disabilities are taught skills such as career planning, self-advocacy skills and study skills in integrated regular classrooms. However, the percentage of study skills taught in integrated classes to students with Social/Emotional Disabilities is 67.2% compared with 81.8% for students with ADD/ADHD, and frequency of self-advocacy skills is 58.1% for students with Social/Emotional Disabilities versus 68.3% for students with ADD/ADHD. The greatest difference is in teaching of Computer skills in integrated classes: 68.7% for students with Social Emotional Disability as compared with 83.6% for students with ADD/ADHD. For students with Intellectual Disabilities and Multiple Disabilities and Autism the data is fairly evenly divided between integrated regular classes and self-contained classrooms. This indicates that close to half of the responding districts teach these disability groups in self-contained classroom settings.

In high school, a greater percentage of students overall are taught skills in community settings than in middle school, particularly students with Intellectual Disabilities, Multiple Disabilities and Autism. Additionally, there is an average 5% to 10% increase in the skills taught in self-contained classrooms for all disability groups. This is higher for students with Intellectual Disabilities, Multiple Disabilities and Autism.

Career Counseling and Vocational Training: 90.5% of respondents indicated that career counseling and guidance was provided to students by the special education teacher, with 83.8% also listing the guidance counselor. Job development is shared among a variety of professionals, with 54.3% of districts overall indicating that this was done by the special education teacher, in addition to the guidance counselor, transition coordinator or job coach. 56.1% of districts employ job coaches. Regarding job coaches' background and qualifications, while 43.2% of job coaches employed in public schools have a high school diploma, only 10.8% have either a 2 or a 4-year college degree. The RESCs and Private schools report 100% of their job coaches have 4-year college degrees.

Vocational alternatives were not readily available to students in middle school. Vocational education classes and visits from career speakers provided the most common vocational exposure. More students with Intellectual Disabilities and Multiple Disabilities appear to be involved in a wider variety of experiences than other disability groups in middle school, but these percentages are still low (see Table 25).

In high school, a greater proportion of students are involved in a range of vocational training alternatives than in middle school. Additionally, a greater percentage of students with Intellectual Disabilities and with Multiple Disabilities are involved in some form of vocational training than any other disability group. This includes simulated classroom training, in-school job sites, field trips, internships and work-study experiences. The only areas equal for all groups were competitive employment and participation in Adult Day programs. The range for competitive employment was 9.1% to 16.7%.

Finally, career portfolios are developed by 46.7% of respondents.

Linkages to Adult Service Agencies and Providers: Schools report that referrals are made to an adult service agency with a frequency as high as 93.3%. However, attendance by adult service agencies at PPT meetings is not consistent. The Bureau of Rehabilitation Services was reported to attend PPT meetings at a rate of 62.9% in the category of "sometimes in attendance". Highest in the "often" category is the Department of Mental Retardation with 46.7%. Most districts do not participate in a local community inter-agency planning team. Adult agency involvement in the development of transition goals and objectives is reported at 59%.

Parent Training and Participation: 93.8% of schools report that they provide information to parents about adult service agencies. 91.5% of districts encourage parents to apply for adult services at least 2 – 3 years prior to exiting the school system. However, when asked if the district provides an orientation for students and parents on the key elements of transition planning, only 48.5% said they did so, and that the primary method of dissemination of information to parents is the PPT meeting (91.4%). The special education teacher is listed as the individual most likely to conduct the information dissemination (76.2%). Considering the wealth of issues usually discussed at a PPT meeting, this would not seem to be the most conducive environment in which critical information about adult services should be provided.

Recommendations: Based on the data from this survey, there are a number of gaps in transition programming to be addressed. These include:

1. Increasing the number of Transition Coordinators, in both public and private schools.
2. A greater emphasis on student participation at PPT meetings prior to age 18, especially for students with Intellectual Disabilities, Multiple Disabilities and Autism.
3. Implementation of uniform standards for training of job coaches.
4. An increase in vocational training opportunities needs to be provided for students with Learning Disabilities and Social/Emotional Disabilities.

5. Adult Service Agency involvement in the development of transition goals and objectives and attendance of representatives at PPT meetings are both low, despite schools reporting a high rate of referral to these agencies. This is an area of significant need, given the information from the Follow-up Survey of former special education students, that 61% of those who left school in the year 2000 two years out of school have had no contact with counselors from any adult service or community agency.
6. Parents need information on transition planning at an earlier age, outside of PPT meetings. Knowledgeable personnel should conduct orientations for both students and parents on the key elements of transition planning at least 3 years prior to exiting the school system.

Connecticut Secondary Transition Study

IDEA General Supervision Grant

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Final Report

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Under contract with
Connecticut Department of Education
Bureau of Special Education and Pupil Services

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Overview

In the year 2000, the U.S. Department of Education selected Connecticut as one of sixteen (16) states to be monitored for its implementation of the Individuals with Disabilities Act (IDEA). As a part of this process, the state departments that oversee IDEA in Connecticut (Department of Mental Retardation- Birth to Three System, and the Department of Education) conducted a self-assessment of the status of IDEA implementation against three hundred and eighteen (318) special education standards developed by the U.S. Department of Education, Office of Special Education Programs. A steering committee of sixty-five (65) stakeholders identified seventy-two (72) areas in need of improvement.

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3. Determining the post-school outcomes of Special Education students, and
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if special education services at the high school level are preparing young adults with disabilities to become successful.

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PART 1: FOLLOW-UP SURVEY OF YEAR 2000 GRADUATES/EXITERS OF HIGH SCHOOL

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I. Methodology

Subjects

The Division of Evaluation and Research of the Connecticut State Department of Education maintains a student database. A list of 4,426 composite student identification numbers was provided to the researchers from the database. The list was of students who had exited special education services in Connecticut in the year 2000 for one of the following reasons:

- Graduation with a regular diploma,
- Graduation with an IEP diploma,
- Aged out of school, or
- Dropped out.

The composite identification number is based on the last five letters of the student last name, first initial, date of birth and '1' or '2' for male or female respectively. Information provided for each student consisted of ethnicity, reason for exit, and disability as follows:

1 = Learning Disability

2 = Intellectual Disability

3 = Socially/Emotionally Disturbed

4 = Speech and Language Impaired

5 = Other

Records of addresses are not centrally maintained in Connecticut. On February 7, 2002 a letter was mailed to 189 Directors of Special Education and Pupil Personnel Services for Connecticut school districts from George Dowaliby, Chief of the Bureau of Special Education and Pupil Services. The letter requested the most recent name, address, telephone number and date of birth of each student. Districts were asked to sort this information according to the following reasons for exit: graduated with a regular diploma, graduated with an IEP diploma, reached maximum age, or dropped out of

school. They were asked to submit this information either on disk or electronically by March 8, 2002.

Districts began responding in a wide variety of formats. Student lists arrived via email on Excel, Access, Works and Word. A number of districts did not have email, and lists were mailed to us in any of the above formats, as well as handwritten. A number of districts had to be contacted in order to obtain the lists in a timely manner. UCE clerical staff expended a total of 214 hours converting the lists of addresses into a mailing list from which labels could be created. The final district responded in the first week of April 2002. The completed mailing list contained 3732 names and addresses of former students.

Instrument

The Bureau of Special Education and Pupil Services investigated the feasibility of modifying existing data collection methods. The original instrument was a survey that was developed as part of the transition systems change project conducted by the Department of Education from 1992-1997. This instrument was first modified by Joan McGuire (McGuire & Apthorp, 1995/96). The Transition Task Force continued with development of the survey for the current study. Following several edits, the instrument was submitted to the University of Connecticut Health Center Institutional Review Board (IRB) on 2/25/2002 and received final approval on 3/5/2002. Printing of the survey, cover letter and consent form was completed on 3/27/2002.

The final instrument consisted of thirty-four (34) questions in the following six categories (see Appendix A):

- Current Employment Status
- Job History
- Post-Secondary Education And Training – Current Status
- Post-Secondary Education And Training – History
- Current Life – Community Supports
- Independent Living And Community Participation

The survey could be filled out by either the former student or by a parent/guardian on their behalf.

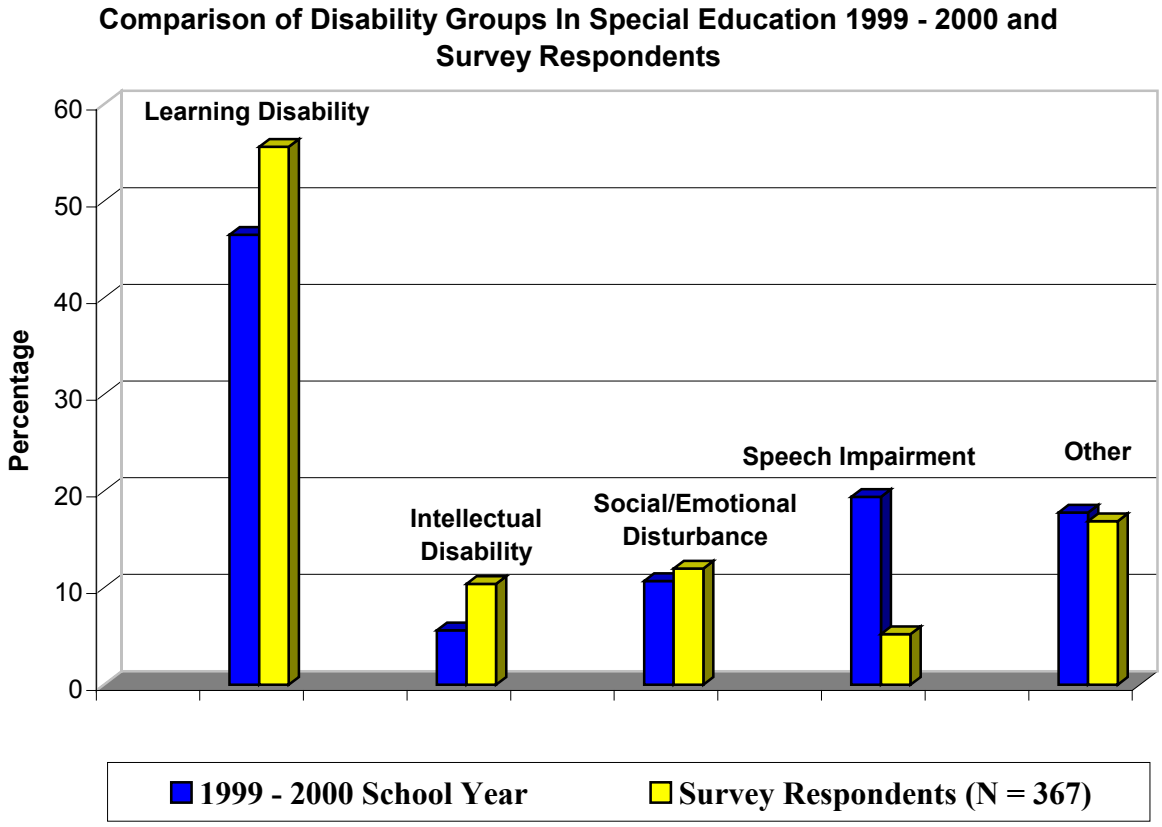
Procedures

Each survey was coded with a 1 to 4-digit number, which corresponded to a number on the mailing label. Each packet included a cover letter, two copies of a consent form, the survey, and a stamped and addressed return envelope. Mailing of surveys, consent forms, and cover letters began in the first week of April, and was completed by April 19, 2002. A total of 3,732 surveys were mailed.

Upon receipt of several telephone calls from parents, it was discovered that several school districts had included in their mailing list names and addresses of all children exiting special education services in 2000, including some young children who had only received one or two years of special education. In response, a letter of apology was mailed to all survey recipients who had not yet responded to the survey. This letter also served as a follow-up to increase the response rate. Three thousand six hundred fifty (3650) letters were mailed by May 3rd. We were able to identify 612 children who had received the survey in error. By June 30, 2002 we had received two hundred eighty one (281) completed surveys along with valid consent forms. Another ninety-eight (98) surveys were received without attached consents. Follow-up letters were sent to these requesting signatures on consent forms. A second mailing of two thousand eight hundred thirty nine (2839) surveys was completed by July 26th, omitting surveys already received and those names identified as not being in the needed cohort. Three hundred seventy seven (377) total were returned, "address unknown". Data collection was closed on September 12, 2002. Complete data sets were available for 367 cases, or 13.38% of the 2743 survey recipients.

Information was received from the Connecticut Department of Education regarding the breakdown by category of disability of children in Special Education in the 1999 – 2000 school year K - 12 in order to assess the validity of the sample. As demonstrated in Chart 1 below, most of the categories had similar representation within 10 percentage points.

The one exception was in the category of students with Speech and Language Impairment. The schools report 19.4% with this diagnosis as compared with 5.2 in our survey sample.



	1999 - 2000 School Year	Survey Respondents
Learning Disability	46.5%	55.6%
Intellectual Disability	5.6%	10.4%
Social Emotional Disturbance	10.7%	12.0%
Speech Impairment	19.4%	5.2%
Other	17.8%	16.9%

II. Results

Responses to the survey were analyzed in several ways:

1. Overall for all respondents,
2. Disability,
3. Ethnicity, and
4. Reason for exit.

Complete data sets of tables are located in Appendices B through E. The following narrative will indicate any significant differences between these data sets.

1. Demographics

The demographics of this sample are as follows: 215 (58.6%) were male, 152 (41.4%) were female. The majority (85.3%) were white, 6.5% black, 6.5% Hispanic, 1.1% Asian/Pacific, and .5% Native American/Alaskan. Over half of the sample (55.6%) were identified as Learning Disabled, 16.9% as Other, 12% as Socially/Emotionally Disturbed, 10.4% as Intellectually Disabled, and 5.2% as Speech and Language Impaired. The greater majority (87.7%) had graduated with a regular diploma. 8.2% had dropped out of school, 2.5% had reached age 21 and aged out of the school system, and only 1.6% graduated with a Special Education (IEP) diploma. Table 1 contains the frequency and valid percent of the following: sex, race, disability, and reason for exit:

Table 1 Demographics

Sex		
	Frequency	Valid Percent
Male	215	58.6
Female	152	41.4

Race On Record		
	Frequency	Valid Percent
White	313	85.3
Black	24	6.5
Hispanic	24	6.5
Asian/Pacific	4	1.1
Native American/Alaskan	2	.5

Disability		
	Frequency	Valid Percent
Learning Disabled	204	55.6
Other	62	16.9
Socially/Emotionally Disturbed	44	12.0
Intellectually Disabled	38	10.4
Speech and Language Impaired	19	5.2

Reason For Exit		
	Frequency	Valid Percent
Graduated With Regular Diploma	322	87.7
Dropped Out	30	8.2
Reached Maximum Age	9	2.5
Graduated With Special Ed. (IEP) Diploma	6	1.6

2. Current Employment Status

The first question asked, "Are you working at a paid job right now?" The next question was "How many hours do you work each week?" Of the 367 former students responding, two thirds (67%) stated they are currently working at a paid job. Of those, 43.4% are employed full time, at least 35 hours a week. 33.1% work between 21 and 34 hours a week, and 23.6% work less than 21 hours a week. Table 2 illustrates these figures.

A comparison between all categories revealed the following: the lowest employment rate is among students who dropped out of school (53.3%), among those with a diagnosis of Socially/Emotionally Disturbed (52.3%) and the category of Other (51.6%). The highest employment rate is among those diagnosed as Intellectually Disabled (84.2%). By ethnicity, the highest employment rate is among whites (69.6%), and the lowest among blacks (50%). However, this latter group consisted only of 24 respondents. Please refer to the full set of tables in Appendices for comparative data.

Table 2 Overall Frequencies of Those Who Work

How Many Hours Do You Work?		
	Frequency	Valid Percent
Full Time (35 hr/week or more)	105	43.4
Part Time (21 hr/week – 34 hr/week)	80	33.1
Part Time (less than 21 hr/week)	57	23.6

The third question asked, "What type of job do you have?" The reported types of jobs held vary greatly. Overall, 25.6% indicated they are in sales or a related field. An example of this category was "working in a store". 17.9% are in the service industry (e.g. cleaning, food preparation, nurse's aide or childcare). Office work accounts for 6.1%, factory work for 5.7%, as does technical work. 17.1% of respondents did not specify their job, indicating only the "Other" category. A number of respondents wrote specific job titles. These included mail carrier, security officer, truck driver, lifeguard, and

landscaper. Three individuals state that they are in the military. Table 3 contains specific job type information on respondents who are currently working.

Table 3 Overall Frequencies

What Type of Job Do You Have?		
	Frequency	Valid Percent
Sales and Related	63	25.6
Service Industry	44	17.9
Other	42	17.1
Office Work	15	6.1
Technical	14	5.7
Factory Work	14	5.7
Construction	11	4.5
Managerial and Administrative	10	4.1
Agriculture, Forestry, Fishing	6	2.4
Paraprofessional	5	2.0
Professional	4	1.6
Daycare, Childcare	4	1.6
Army/Military	3	1.2
Mail Man	2	.8
Sheltered Workshop	2	.8
Security Officer	2	.8
Landscaping	2	.8
Truck Driver	1	.4
Temp Agency	1	.4
Lifeguard	1	.4

Question 4 was "How much do you earn?" Data was run to sort out those respondents who are currently working (see data set 14). The majority of the respondents overall who are currently employed (73%) stated that they are making above minimum wage, which in Connecticut is currently $6.70/hour. 10% are making below minimum wage, 9.5% make minimum wage. There are no significant variations in earnings between various disability categories or ethnic groups. Overall earnings are illustrated in Table 4.

Table 4 **Overall Frequencies**

How Much Do You Earn?		
	Frequency	Valid Percent
Above Minimum Wage	176	73.0
Below Minimum Wage ($6.70/hr)	24	10.0
Minimum Wage	23	9.5
Piece Work (factory)	7	2.9
Paid Per Job	4	1.7
I Don't Know	4	1.7
Commission (based on completed work)	3	1.2

Question 5 requested of respondents: “Please check all the benefits you get on this job” Over half (51.2%) of the respondents do not receive any job benefits. A third (33.2%) receive paid vacation time, 29.5% get health insurance, 25% have paid sick time and 17.6% have retirement benefits. 11 respondents said they did not know what benefits they were receiving. Some unusual job benefits were listed, such as chiropractic care, golfing benefits, rent and stock purchases. Table 5 lists all reported benefits.

Table 5 Overall Frequencies

Benefits You Get On the Job		
	Frequency	Valid Percent
None	126	51.2
Paid Vacation Time	81	33.2
Health Insurance	72	29.5
Paid Sick Time	61	25.0
Retirement Benefits	43	17.6
I Don’t Know	11	4.5
Other	8	3.3
Paid Mileage/Expenses	1	.4
401K Christmas Bonus	1	.4
Chiropractic Care	1	.4
Golfing Benefits	1	.4
Stock Purchase	1	.4
Personal Time	1	.4
Pays for Rent	1	.4
Lunch	1	.4
Profit Sharing	1	.4
Commission	1	.4

Question 6 asked, "Do you get any job-related help?" Overall, two thirds of respondents who are working (66.2%) indicated they do not receive any help on the job. 17.7% have co-worker support, and another 17.3% have a job coach. Table 6 illustrates the overall frequencies for this question. When responses were analyzed by diagnosis, 67.5% of respondents with an Intellectual Disability reported having a job coach as compared with 4.8% of those with a diagnosis of Socially/Emotionally Disturbed and 5% of those diagnosed as Learning Disabled. See Appendix C for the full set of tables by diagnosis.

Table 6 Overall frequencies for Those Who Are Currently Working

Do You Get Any Job-Related Help?		
	Frequency	**Valid Percent**
None	157	66.2
Co-Worker Support	42	17.7
Job Coach	41	17.3
Sheltered Workshop	12	5.1

The next question asked "How long have you been working at the job you have now?" The majority of respondents, or 41.7%, have been working at their present jobs less than one year. Job duration is presented in Table 7.

Table 7 Overall Frequencies

How Long Have You Been Working At the Job You Have Now?		
	Frequency	Valid Percent
Less Than One Year	101	41.7
Between 1 – 2 Years	69	28.5
Between 2 – 3 Years	42	17.4
More Than 3 Years	30	12.4

Finally, question 8 in this section asked, "Are you happy with your job?" Overall, of those respondents who are working, 71.2% indicated that they are happy with their current employment. For former students with Intellectual Disability, this number rises sharply to 93.75% of those who have jobs. Of respondents with Socially/Emotionally Disabilities 60.9% are happy, as were 69.9% of respondents with Learning Disabilities. Table 8 gives the overall responses.

Table 8 Overall Frequencies

Are You Happy With Your Job?		
	Frequency	Valid Percent
Yes	173	71.2
Not Sure	46	18.9
No	24	9.9

3. Job History

The first question in this section (question 9) asked "If you are **not** working now, have you had **any** paid jobs since leaving high school?" 83.1% of respondents, or 281, stated that they had. The next question asked, "How many jobs have you held since leaving high school?" The overall frequency of responses indicates that 29.1% have held 2 jobs, 22.8% held only 1 job, and 17.4% held 3 jobs. Table 9 below shows the frequency for all responses.

Table 9 Overall Frequencies

How Many Jobs Have You Held Since Leaving High School?		
	Frequency	Valid Percent
2	97	29.1
1	76	22.8
3	58	17.4
0	53	15.9
More Than 5	22	6.6
4	18	5.4
5	9	2.7

The most significant differences among the various groups are by diagnosis. Young adults with an Intellectual Disability report that 42.9% have held only one job since leaving high school, while 44.2% of those with Social/Emotional Disability have held 2 jobs, 20.9% held 3 jobs, and only 2.3% held one job. 14% of young adults with Social/Emotional Disability reported having had more than 5 jobs. Table 10 specifies frequencies by diagnosis of Intellectually Disabled, and Table 11, frequencies by diagnosis- Socially/Emotionally Disturbed.

Table 10 Frequencies by Diagnosis – Intellectually Disabled (N=38)

How Many Jobs Have You Held Since Leaving High School?		
	Frequency	Valid Percent
1	15	42.9
0	8	22.9
2	6	17.1
3	4	11.4
4	2	5.7

Table 11 Frequencies by Diagnosis – Socially/Emotionally Disabled (N=44)

How Many Jobs Have You Held Since Leaving High School?		
	Frequency	Valid Percent
2	19	44.2
3	9	20.9
More Than 5	6	14.0
0	5	11.6
5	2	4.7
1	1	2.3
4	1	2.3

Question 11 of the survey asks: "How many hours per week did you work at your most **recent** job?" Of the 324 people responding to this question, 37.7% indicated they had been working full time (35 hours/week or more), and 25.6% worked 21 hours/week – 34 hours/week. 20.4% had worked less than 21 hours a week, and 16.4% checked that they had not worked. These responses are illustrated in Table 12.

Table 12 Overall Frequencies

How Many Hours per Week Did You Work At Your Most Recent Job?		
	Frequency	Valid Percent
Full Time (35 hr/week or more)	122	37.7
Part Time (21 hr/week – 34 hr/week)	83	25.6
Part Time (less than 21 hr/week)	66	20.4
Have Not Worked	53	16.4

The next question asked, “In your most recent job, what type of job did you have?” 16.7% indicated they had not worked. As in the responses to the question about current jobs, the top job types were again: Sales and related (working in a store), 74 respondents or 22.8%, Service Industry 13.9%, and Other unspecified jobs, 18.8%. Table 13 lists all responses.

Table 13 Overall Frequencies

In Your Most Recent Job, What Type Of Job Did You Have?		
	Frequency	Valid Percent
Sales and Related	74	22.8
Other	61	18.8
Have Not Worked	54	16.7
Service Industry	45	13.9
Construction	21	6.5
Office Work	19	5.9
Technical	15	4.6
Factory Work	14	4.3
Agriculture, Forestry, Fishing	9	2.8
Managerial and Administrative	9	2.8
Paraprofessional	3	.9

The next question was regarding earnings: "How much did you earn at the last job you had?" 56.9% of the overall group, or 181 respondents, stated they had made above minimum wage ($6.70 per hour). Table 14 gives overall responses.

Table 14 Overall Frequencies

How Much Did You Earn At The *Job You Had Last*		
	Frequency	Valid Percent
Above Minimum Wage	181	56.9
Have Not Worked	53	16.7
Minimum Wage	44	13.8
Below Minimum Wage	23	7.2
Paid Per Job	6	1.9
I Don't Know	6	1.9
Piece Work	3	.9
Commission	2	.6

Of the 21 Hispanic respondents, this number dropped to 38.1%, with 23.8% indicating they had made minimum wage compared with 13.8% of the overall group. There were significant differences also by diagnosis: 29% of respondents with Intellectual Disabilities made below minimum wage, 19.4% made minimum wage, and only 12.9% made above minimum wage.

In contrast, 63.6% of respondents with Learning Disabilities and 62.8% of those with Social/Emotional Disabilities made above minimum wage. Tables 15, 16, and 17 are presented here to highlight the differences between diagnostic categories.

Table 15 Frequencies by Diagnosis – Intellectually Disabled (N=38)

How Much Did You Earn at the *Job You Had Last*?		
	Frequency	Valid Percent
Below Minimum Wage (less than$6.70/hr)	9	29.0
Not Currently Working	8	25.8
Minimum Wage ($6.70/hr)	6	19.4
Above Minimum Wage (greater than $6.70/hr)	4	12.9
I Don't Know	3	9.7
Piece Work (factory)	1	3.2

Table 16 Frequencies by Diagnosis – Learning Disabled (N=204)

How Much Did You Earn at the *Job You Had Last*?		
	Frequency	Valid Percent
Above Minimum Wage (greater than $6.70/hr)	110	63.6
Minimum Wage ($6.70/hr)	25	14.5
Not Currently Working	25	14.5
Below Minimum Wage (less than$6.70/hr)	5	2.9
I Don't Know	3	1.7
Commission (based on completed work)	2	1.2
Paid Per Job	2	1.2
Piece Work (factory)	1	0.6

Table 17 Frequencies by Diagnosis – Socially/Emotionally Disabled (N=44)

How Much Did You Earn at the *Job You Had Last*?		
	Frequency	Valid Percent
Above Minimum Wage (greater than $6.70/hr)	27	62.8
Minimum Wage ($6.70/hr)	6	14.0
Not Currently Working	5	11.6
Below Minimum Wage (less than$6.70/hr)	4	9.3
Piece Work (factory)	1	2.3

Question 14 asks, "What job-related benefits did you receive at the job you had last?" 173 respondents, or 51.9%, indicated they received none. 11 did not know what benefits they had been getting (if any). Table 18 illustrates all of the benefits reported.

Table 18 Overall Frequencies

What Job-Related Benefits Did You Receive At The Job You Had Last?		
	Frequency	Valid Percent
None	173	51.9
Paid Vacation Time	56	16.8
Health Insurance	53	15.9
Have Not Worked	53	15.9
Paid Sick Time	43	12.9
Retirement Benefits	23	6.9
I Don't Know	11	3.3
Other	7	2.1
Golfing Benefits	1	.3
Lunch	1	.3
Commission	1	.3
Free Laundry	1	.3
Free Airline Tickets	1	.3

Question 15 was: " Were you happy with this most recent job?" Overall, 45.9% said yes, 21.2% said no, and 16.5% were not sure. The remainder of those answering the question had not worked. The next question then asked: "Were there any specific reasons you left your most recent job? (Check all that apply)". There were a wide variety of responses

from the overall group, with some multiple answers. 18.4% stated they left because they were not making enough money, and had difficulties with their boss and/or co-workers. 14.8% left in order to return to school or college. 14.4% were laid off, and 14% left because they did not like the job. Table 19 gives the overall frequencies.

Table 19 Overall Frequencies

Were There Any Specific Reasons You Left Your *Most Recent* Job?		
	Frequency	Valid Percent
Have Not Worked	50	20.0
Not Enough Money	46	18.4
Difficulties With Boss/Co-workers	46	18.4
Return to College/School	37	14.8
Laid Off	36	14.4
Didn't Like The Job	35	14.0
No Benefits	17	6.8
Other	14	5.6
Still Working	9	3.6
No More Hours	9	3.6
Moved	7	2.8
Social/Emotional Issues	6	2.4
Business Closed	4	1.6
Only Summer Job	4	1.6
Changed Profession/Offered Better Job	4	1.6
Work study ended/Internship ended	3	1.2
Pregnant	3	1.2
Sick	2	.8
Jail	2	.8
Injured	2	.8
Car Accident	1	.4
Unsafe Environment	1	.4
Did Not Fulfill Contract	1	.4
Exceeded Variance Limit	1	.4
Hours Reduced/Psychiatric Disability	1	.4
Went Home For Summer	1	.4

Significant differences by diagnosis are as follows: 30% of individuals with Social/Emotional Disabilities as compared with 12.6% of those with Learning Disabilities cited difficulties with boss/co-workers as a reason for leaving their last job, as did 10.8% of individuals with Intellectual Disabilities. On the other hand, 18.4% of those with Social/Emotional Disabilities and 17.5% of respondents with Learning Disabilities as compared with 2.5% of those with Intellectual Disabilities checked "return to college or school" as the reason for leaving their most recent job. Tables 20 through 22 list all of the reasons for leaving by diagnostic category.

Table 20 Frequencies by Diagnosis-Socially/Emotionally Disturbed

Were There Any Reasons You Left Your *Most Recent* Job?		
	Frequency	Valid Percent
Difficulties With Boss/Co-workers	12	30.0
Not Enough Money	11	27.5
Didn't Like the Job(s)	9	22.5
Have Not Worked	5	12.5
Laid Off	5	12.5
No Benefits	5	12.5
No more hours	3	7.5
Social/Emotional issues	2	5.0
Injured	1	2.5
Moved	1	2.5
Return to college/school	1	2.5
Still working	1	2.5

Table 21 Frequencies by Diagnosis-Learning Disabled

Were There Any Reasons You Left Your *Most Recent* Job?		
	Frequency	Valid Percent
Return to college/school	25	17.5
Have Not Worked	24	16.8
Not Enough Money	24	16.8
Laid Off	23	16.1
Difficulties With Boss/Co-workers	18	12.6
Didn't Like the Job(s)	15	10.5
Other	8	5.6
No Benefits	5	3.5
Still working	4	2.8
Changed profession/offered better job	3	2.1
Moved	3	2.1
No more hours	3	2.1
Only summer job	3	2.1
Social/Emotional issues	3	2.1
Work study ended/internship ended	3	2.1
Jail	2	1.4
Pregnant	2	1.4
Business closed	1	.7
Car accident	1	.7
Injured	1	.7
Unsafe environment	1	.7
Went home for the summer	1	.7

Table 22 Frequencies by Diagnosis- Intellectually Disabled

Were There Any Reasons You Left Your *Most Recent* Job?		
	Frequency	Valid Percent
Have Not Worked	8	28.8
Didn't Like the Job(s)	4	14.4
Difficulties With Boss/Co-workers	3	10.8
Business closed	2	7.2
Laid Off	2	7.2
Not Enough Money	2	7.2
Sick	2	7.2
Did not fulfill contract	1	3.6
Exceeded variance limit	1	3.6
Moved	1	3.6
No Benefits	1	3.6
No more hours	1	3.6
Other	1	3.6
Pregnant	1	3.6
Return to college/school	1	3.6
Social/Emotional issues	1	3.6
Still working	1	3.6

The final question in this section asked "Are you looking for a job right now?" Overall, 63.7% stated they were not, and 81.3% of respondents with Intellectual Disabilities also stated they were not looking for a job. However, 54.8% of respondents with Social/Emotional Disabilities stated that they were in fact currently looking for work. These responses are illustrated in Table 22.

Table 22 Overall Frequencies

Are You Looking For A Job Right Now?		
	Frequency	Valid Percent
No	200	63.7
Yes	114	36.3

Table 23 Frequencies Across Disability Categories

Are You Looking For A Job Right Now?			
	Valid Percent L.D N=204	Valid Percent SED N=44	Valid Percent ID N=38
Yes	69.6	54.8	18.8
No	30.4	45.2	81.3

3. Postsecondary Education and Training- Current Status

This section of the survey asked a series of questions regarding former high school students' current involvement is some form of post-secondary education or training. This included four year and two year college, trade school, adult education, apprenticeships, and so on. Some respondents also interpreted this question as including adult service agencies such as ARCs. The first question in this section asked, "Are you currently enrolled in a college or training program?" 46% of respondents overall said "Yes". Broken down by disability category, this figure, 68.2% for respondents with Social/Emotional Disabilities, 57.9% for those with Learning Disabilities and 7.9% for individuals with Intellectual Disabilities. Table 24 presents the comparative response frequencies across these three categories.

Table 24 Comparison of Frequencies Across Disability Categories

Are You Currently Enrolled In A College or Training Program?			
	Valid Percent L.D N=202	Valid Percent SED N=42	Valid Percent ID N=38
Yes	57.9	68.2	7.9
No	42.1	31.8	92.1

Question 18 asked, " What type of school or program are you attending?" While 51.8% overall indicated that they are not in school, 25.1% indicated a four-year college or university, and 16.3% a community, technical or two-year college. Both figures were somewhat higher for those with Learning Disabilities: 31.3% attend a four-year college or university, and 22.4% of this group attends community, technical or two-year college. There were also a number of individually written responses; some of these, such as BARC or CJCC referred to specific adult service organizations or programs. Table 25 gives the overall frequencies for program types; Table 26 presents the frequencies for former high school students with Learning Disabilities.

Table 25 Overall Frequencies

What Type Of School Or Program Are You Attending?		
	Frequency	Valid Percent
Not In a Program Right Now	188	51.8
Four-Year College or University	91	25.1
Community, Technical or Two-Year College	59	16.3
Trade School	11	3.0
Adult Education	2	.6
Vocational Program	2	.6
Military	1	.3
Apprenticeship/Autobody	1	.3
Special Ed Program (Vocational Ind. Prog.)	1	.3
Job Corps Center	1	.3
Day Service	1	.3
CJCC	1	.3
GED at Region #17	1	.3
BARC	1	.3
ACES North Haven Training Program	1	.3
Other	1	.3

Table 26 Frequency by Diagnosis – Learning Disabled (N=204)

What Type of School or Program Are You Attending?		
	Frequency	Valid Percent
Not in a program right now	80	39.8
Four-year college or university	63	31.3
Community, Technical or two-year college	45	22.4
Trade School	9	4.5
Adult Education	1	0.5
Apprenticeship/Autobody TC	1	0.5
GED at Region #17	1	0.5
Vocational program	1	0.5

The following question asked enrollment status: part-time or full-time. Overall, 73.13% of those currently in a program are taking classes full-time, defined as 9 or more credit hours.

Question 20 read as follows: "What help are you getting while in college or training program? (Check all that apply)." Of the respondents who are currently in a college or training program, 30.9% indicated assistance from Academic Support Centers (e.g. Learning Center, Writing or Math Center), 28.5% receive 'Accommodations' (such as extra time on tests, note takers, etc.), and 27.9% say that no help is provided or sought. Another 21.2% receive tutoring in study skills and learning strategies. Table 27 below presents these overall frequencies.

Table 27 Overall Frequencies

Frequency data of type of help those students who are currently enrolled in a college or training program are receiving

What Help Are You Getting While In College Or Training Program?		
	Frequency	Valid Percent
Academic Support Centers	51	30.9
Accommodations (Extra Time On Tests, Note Takers, Etc.)	47	28.5
No Help Provided or Looked For	46	27.9
Extra Help From Professors	38	23.0
Tutoring In Study Skills And Learning Strategies	35	21.2
Study Groups	31	18.8
Other	8	4.8
Mom/Dad Help	3	1.8
Vocational Skills	2	1.2
Tutor	2	1.2
Self Advocate	2	1.2
Guidance From Office of Disability Services	2	1.2
Supported Education Program	1	0.6
ESL, Special Education	1	0.6
Can Pre-register to Select Building	1	0.6

4. Postsecondary Education and Training- History

Responses in this section were analyzed two ways. Frequencies were run for those respondents who indicated that they had in fact completed a college or training program, as well as for those who responded that they were enrolled in a program they did not complete. Question 22 asked, "Were you ever enrolled in a college or training program that you did not finish?" 17 individuals responded that they had completed a program. 12 of these respondents had Learning Disabilities, 1 had Social/Emotional disabilities, 1 had Intellectual Disabilities, and 3 were listed as Diagnosis: Other. The following question asked, "What type of school or program did you attend?" 52.9% indicated Community, Technical or Two-year College. 2 individuals stated that they had completed a four-year college. The validity of this cannot be ascertained, however it is highly unlikely that this was in fact completed in the time span covered by this survey. Table 29 gives the overall frequencies.

Table 29 Overall Frequencies

What Type of College/Training Program Did You Attend and Finish?		
	Frequency	Valid Percent
Community, Technical or Two-Year College	9	52.9
Trade School	5	29.4
Four-Year College or University	2	11.8
Cardinal Cushing Training Center	1	5.9

Asked " What help did you get when you attended the college or training program? (Check all that apply)", responses indicated a range of supports, as indicated in table 30. 35.4% of respondents who completed a program did not receive any support services. These are presented in Table 30.

Table 30 Overall Frequencies

What Help Did You Get When You Attended The College Or Training Program?		
	Frequency	Valid Percent
No Support Services Provided Or Sought Out	6	35.4
Tutoring in Study Skills and Learning Strategies	5	29.5
Accommodations	5	29.5
Extra Help From Professors	5	29.5
Academic Support Centers	1	5.9
Vocational Training/Life Skills	1	5.9

45 persons responded that they were enrolled in a program they did not finish. 55.6% of this group attended a community, technical or two-year college, and 24.4% attended a four-year college or university. Table 31 gives overall frequency data for those students who did not complete a college or training program

Table 31 Overall Frequencies

Frequency data of type of program attended by those students who did not complete a college or training program

What Type Of School Or Program Did You Attend?		
	Frequency	Valid Percent
Community, Technical or Two-Year College	25	55.6
Four-Year College or University	11	24.4
Trade School	4	8.9
Post Graduate Program	1	2.2
Military	1	2.2
Business Course in Correctional Facility	1	2.2
Broadcasting School	1	2.2
Adult Education	1	2.2

50% of those students who did not complete a college or training program reported that no help was provided or sought. Of those receiving assistance, 22.7% got help from academic support centers, 20.5% extra help from professors, 20.5% received some accommodations, and 18.2% received tutoring. Table 32 gives overall frequency data of the type of help received by those students who did not complete a college or training program.

Table 32 Overall Frequencies

Frequency data of type of help received by those students who did not complete a college or training program

What Help Did You Receive While In College Or Training Program?		
	Frequency	Valid Percent
No Help Provided or Looked For	22	50.0
Academic Support Centers	10	22.7
Extra Help From Professors	9	20.5
Accommodations (Extra Time On Tests, Note Takers, Etc.)	9	20.5
Tutoring In Study Skills And Learning Strategies	8	18.2
Study Groups	5	11.4
Other	2	4.5
Tutor	1	2.3
ESL, Special Education	1	2.3

4. Community Support

This section deals with support from adult service agencies, both public and private. The question asked was, "Have any of these adult service or community agencies worked with you since leaving high school?" 60.9% of respondents indicated that they had no contact with counselors from any agency. Table 33 lists all of the agencies listed as working with the respondents.

Table 33 Overall Frequencies

Have Any Of These Adult Service Or Community Agencies Worked With You Since Leaving High School?	Frequency	Valid Percent
No Contact With Counselors From Any Adult Service Agency or Community Agency	203	60.9
Department Of Social Services	55	16.5
Bureau of Rehabilitation Services	54	16.2
Department of Mental Retardation	51	15.3
I Don't Know	16	4.8
Adult Service Agency	12	3.6
Employment Centers	10	3.0
Board of Education and Services For The Blind	8	2.4
Department of Mental Health And Addiction Services	5	1.5
Other	4	1.2
Office of Protection And Advocacy	3	.9
Commission Of The Deaf And Hearing Impaired	1	.3
Community Mental Health Associates	1	.3
Counseling	1	.3
Danbury Hospital	1	.3
Par Hospital/Group Therapy	1	.3
Psychiatric Rehabilitation Facility	1	.3
Psychologist/Psychiatrist	1	.3
Scholarships – Grants	1	.3
State Assistance	1	.3

When analyzed by disability, the frequency of contact from adult service agencies varied significantly. 70.5% of young adults with Learning Disabilities and 52.8% of respondents with Social/Emotional disabilities reported no agency contact of any kind. In sharp contrast, only one respondent with Intellectual Disabilities reported no contact.

The second part of this query was "Why not?" 57.9% of those with no contact with adult service agencies stated that it was not necessary. Other responses included "Did not know I was entitled" (7.9%); "Don't know why" (5.3%); "respondent is in prison" (3.9%). See Table 34 for all responses.

Table 34 Overall Frequencies

If No Adult Service or Community Agencies Worked With You Since Leaving High School, Why Not?	Frequency	Valid Percent
Not Necessary	44	57.9
Did Not Know I Was Entitled	6	7.9
Don't Know	4	5.3
Prison	3	3.9
First Thing We Have Ever Received Regarding This	2	2.6
College	2	2.6
Don't Like Agencies	2	2.6
No Time	2	2.6
They Don't Help or Care	1	1.3
Never Asked	1	1.3
Working as Nail Tech.	1	1.3
DMR Pays For HARC Program	1	1.3
Had Learning Disability	1	1.3
Moved	1	1.3
Since 1997	1	1.3
Military	1	1.3
Currently Applying	1	1.3
Not Old Enough	1	1.3
No Transportation	1	1.3

5. Independent Living and Community Participation

This section asked a series of questions regarding the former student's current living and social situation. The first question asked, "Where are you living now?" The majority, or 67.5%, indicated they live in the home of a parent or relative. 12.9% live in on-campus housing, and an additional 9.9% live in a rented home or apartment. Only 3 individuals live in a group home. This is illustrated in Table 35.

Table 35 Overall Frequencies

Where Are You Living Now?		
	Frequency	Valid Percent
Parents' or Relatives' Home	245	67.5
On-Campus School Housing	47	12.9
Rented Apartment or Home	36	9.9
Other	19	5.2
Supervised Apartment/Home	6	1.7
Your Own House/Condo	4	1.1
Group Home	3	.8
Rented Room	3	.8

Question 27 asked, “Who do you live with?” Consistently, 63.2% stated they resided with a parent or guardian. This rose to 92.1% for respondents with Intellectual Disabilities. There were a number of write-in responses, such as “spouse”, “jail”, or “fiancé”. The overall responses are in Table 36.

Table 36 Overall Frequencies

Who Do You Live With?		
	Frequency	Valid Percent
Parent/Guardian	228	63.2
Roommate	45	12.5
More Than One Roommate	22	6.1
Alone	19	5.3
Boyfriend/girlfriend	16	4.5
Other Relative	10	2.8
Other	8	2.2
Son or Daughter (Children)	4	1.1
Jail	4	1.1
Military Personnel	2	.6
Spouse	1	.3
Fraternity	1	.3
Fiancé	1	.3

The next question asked about access to a number of items associated with social independence. Respondents were asked to "check all that apply". 83% of individuals with Learning Disabilities have a driver's license, 83.5% have a cell phone, 75.5% have Internet access and 70% have a car. Respondents with Intellectual Disabilities have more emphasis on items of security. For example, 60% indicate that they have a checking account, 57% have health insurance, 54% have a savings account and only 39% have a computer. Only 21% have Internet access. For young adults with Social/Emotional disabilities financial items are less prevalent: 52.5% have a savings account, and 42.5% have a checking account. 72.5% have a cell phone. Table 37 below specifies these items with the overall response frequencies. See Appendix C for frequencies by diagnosis.

Table 37 Overall Frequencies

Which Of These Do You Have?		
	Frequency	Valid Percent
Telephone/Cell Phone	263	78.9
Driver's License	247	74.1
Savings Account	237	71.1
Internet Access	233	69.9
Computer	229	68.7
Checking Account	219	65.7
Health Insurance	216	64.8
Car	204	61.2
Car Insurance	200	60.0
Credit Card	159	47.7

In question 29, survey recipients were presented with a list of activities to assess their level of social/recreational activity. The overall frequencies are in Table 38.

Table 38 Overall Frequencies

Do You:	Frequency	Valid Percent
Have Any Regular Hobbies	232	69.6
Have Regular Fun Activities	223	66.9
Attend Sporting, Cultural Outings?	200	60.0
Get Any Financial Help	198	59.4
Vote	193	57.9
Have Access to Transportation	191	57.3
Take Part In Sports/Recreation Activities	156	46.8
Belong to Any Clubs, Churches, Organizations	126	37.8

The priority for respondents with Intellectual Disabilities is receiving financial help (88.4%). 52% participate in sports/recreation activities, 49.4% have hobbies, 41.6% vote. Other activities rank 36.4% and below. In contrast, respondents with Learning Disabilities indicate 71% have regular fun activities, 68.5% have hobbies and 62.5% attend sporting or cultural outings. 70% of respondents with Social/Emotional Disabilities have hobbies, 60% have regular fun activities, and 40% attend sporting or cultural outings. The following table (Table 39) is a comparison chart of response frequencies across the three major diagnostic categories. The frequencies in the categories of Speech/Language Impairment and "Other" are similar to the overall response frequencies.

Table 39 Comparison of Frequencies Across Disability Categories

Do You:	Valid Percent L.D N=193	Valid Percent SED N=39	Valid Percent ID N=38
Have Any Regular Hobbies	68.5	70.0	49.4
Have Regular Fun Activities	71.0	60.0	26.0
Attend Sporting, Cultural Outings?	62.5	40.0	36.4
Get Any Financial Help	50.5	40.0	88.4
Vote	55.0	50.0	41.6
Have Access to Transportation	59.5	42.5	31.2
Take Part In Sports/Recreation Activities	46.0	27.5	52.0
Belong to Any Clubs, Churches, Organizations	37.0	22.5	33.8

Question 30 was intended to assess specific social difficulties experienced by former special education students following exiting high school. The question listed four specific issues and asked respondents to check all that applied. 117 respondents chose to answer this question. Overall frequencies are in Table 40.

There were multiple responses to this question. Two thirds (66.6%) reported having trouble feeling comfortable in social situations, and 47.7% had trouble keeping friends. 35 (31.5%) individuals reported having been arrested, and 33 (29.7%) had a problem with alcohol or drugs. A comparison across disability categories showed the following: none of the respondents with a diagnosis of Intellectual Disability reported either being arrested or having trouble with drugs or alcohol. 72% of the 25 respondents with Social/Emotional Disabilities who chose to answer this question reported having trouble feeling comfortable in social situations as compared with 54% of the 57 respondents with Learning Disabilities. Problems with drugs or alcohol were reported at 48% for those

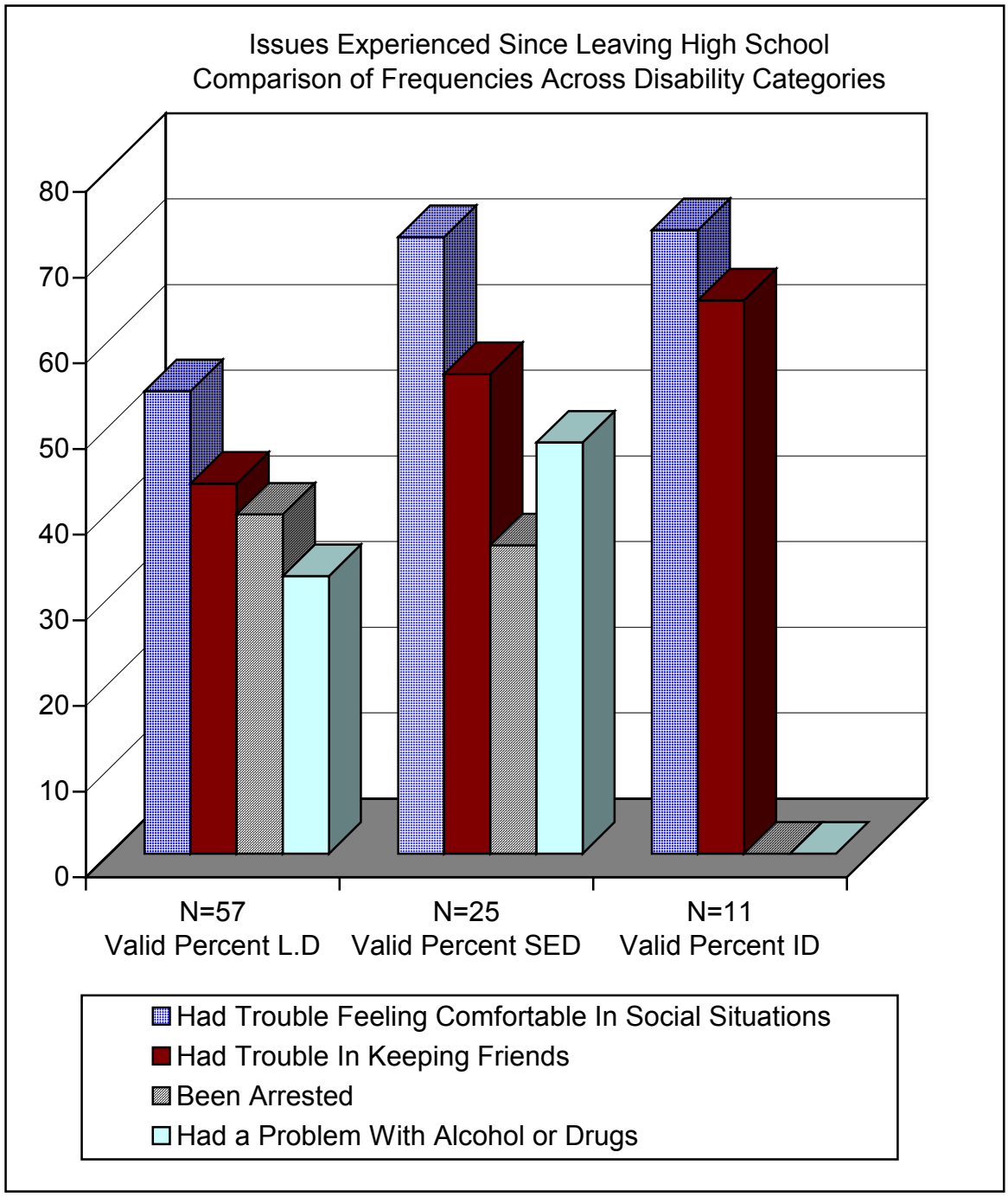
with Social/Emotional disabilities compared with 32.4% of respondents with Learning Disabilities. Table 41 and Chart 2 present comparative response frequencies among disability categories.

Table 40 Overall Frequencies

Since Leaving High School Have You:		
	Frequency	Valid Percent
Had Trouble Feeling Comfortable In Social Situations	74	66.6
Had Trouble In Keeping Friends	53	47.7
Been Arrested	35	31.5
Had a Problem With Alcohol or Drugs	33	29.7

Table 41 Comparison of Frequencies Across Disability Categories

Since Leaving High School Have You:			
	Valid Percent L.D N=57	Valid Percent SED N=25	Valid Percent ID N=11
Had Trouble Feeling Comfortable In Social Situations	54.0	72.0	72.8
Had Trouble In Keeping Friends	43.2	56.0	64.6
Been Arrested	39.6	36.0	0
Had a Problem With Alcohol or Drugs	32.4	48.0	0


Issues Experienced Since Leaving High School
Comparison of Frequencies Across Disability Categories
80
70
60
50
40
30
20
10
0
N=57
Valid Percent L.D
N=25
Valid Percent SED
N=11
Valid Percent ID
Had Trouble Feeling Comfortable In Social Situations
Had Trouble In Keeping Friends
Been Arrested
Had a Problem With Alcohol or Drugs

Question 31 asked, "Who do you spend most of your free time with? (Check all that apply)". Eleven choices were presented, with the option of a write-in response. Table 42 below lists all of the responses.

Table 42 Overall Frequencies

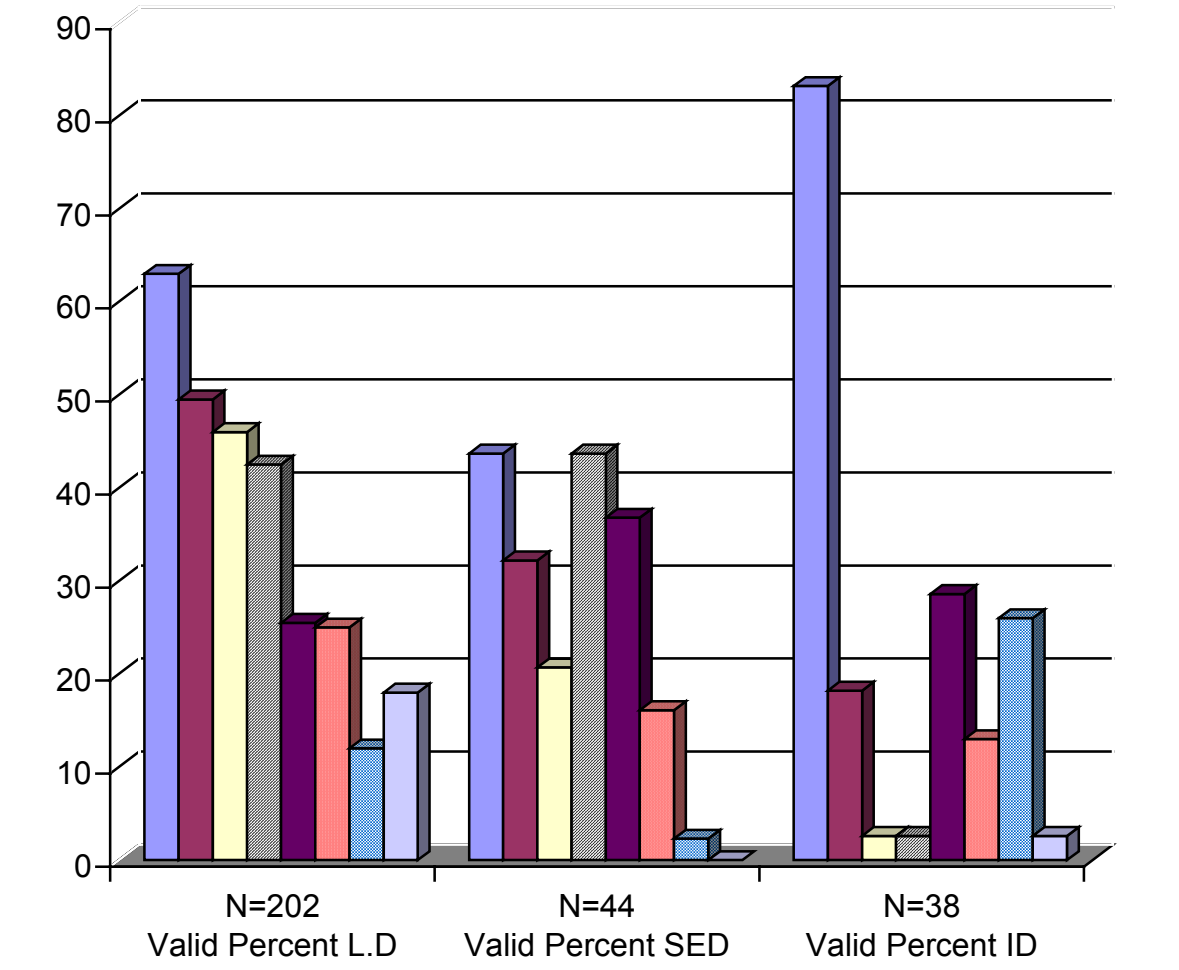
Who Do You Spend Most Of Your Time With?		
	Frequency	Valid Percent
With Family Members	228	68.4
With An Old Friend From High School	151	45.3
With Other New Friends	137	41.1
With a Girlfriend/Boyfriend/Fiancée	136	40.8
Alone	94	28.2
With New Friends From Work	78	2.1
Groups/Social Organizations	48	14.4
With a Roommate	47	14.1
With Son(s) and/or Daughter(s)	18	5.4
Other	16	4.8
Best Friend(s)	3	.9
With Husband/Wife	2	.6
Old Friend(s) From Camp	2	.6
Jail/inmate, Felons	2	.6
Sorority Sisters	1	.3
Residents Rehab Center	1	.3
Program	1	.3
Fraternity	1	.3
Exercise Coach (hired)	1	.3
Carl (unknown person)	1	.3
Caregiver	1	.3

68% of the total group indicated they spend the majority of their free time with family members, and 28.2% said they spend their time alone. When broken out by disability categories, however, the following differences were found: 63% of respondents with Learning Disabilities spend most of their free time with their families, as do 83.2% of those identified as having Intellectual Disabilities. However, only 43.7% of respondents with Social/Emotional Disabilities spend most of their time with their families. For respondents with Intellectual Disabilities, all answers other than time spent with family members dropped to 28.6% (alone) and below. Table 43 and Chart 3 give comparative response frequencies across disability groups.

Table 43 Partial Listing of Frequencies Across Disability Categories

Who Do You Spend Most Of Your Time With?	Valid Percent L.D N=202	Valid Percent SED N=44	Valid Percent ID N=38
With Family Members	63.0	43.7	83.2
With An Old Friend From High School	49.5	32.2	18.2
With Other New Friends	46.0	20.7	2.6
With a Girlfriend/Boyfriend/Fiancée	42.5	43.7	2.6
Alone	25.5	36.8	28.6
With New Friends From Work	25.0	16.1	13.0
Groups/Social Organizations	12.0	2.3	26.0
With a Roommate	18.0	0	2.6

People With Whom Time is Spent
Comparison Across Disability Categories



Question 32 asked, "How many days a week do you get together socially with friends or relatives, (not people you live with)?" Responses were distributed throughout the range. 25.8 of respondents overall stated they did so six to seven days a week, while 22.1% said two or three days a week. There were again differences according to diagnostic category, with respondents with Intellectual Disabilities spending 27% in social interaction less than once a week. Table 44 gives overall frequencies, and Table 45 and Chart 4 present comparative data.

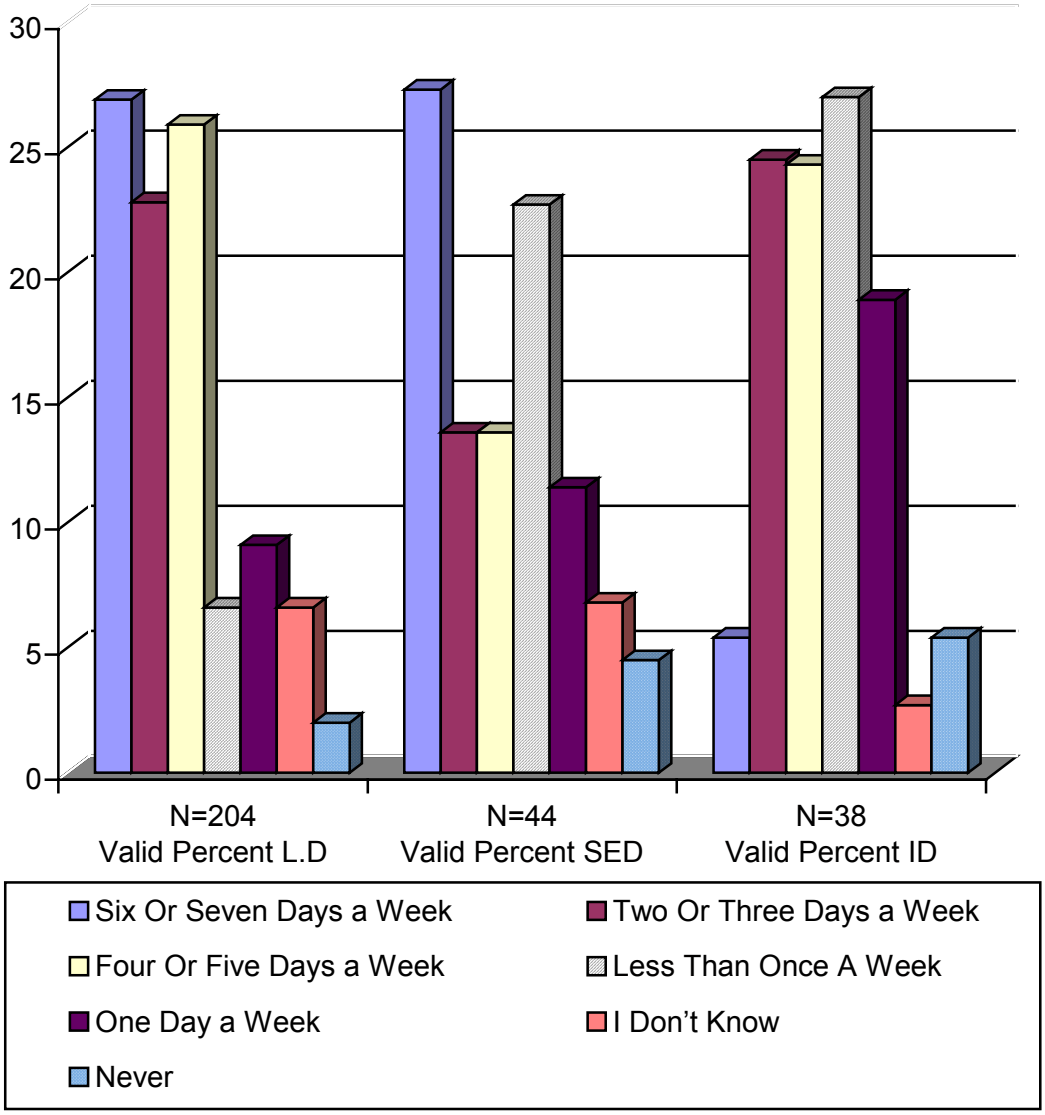
Table 44 Overall Frequencies

How Many Days a Week Do You Get Together Socially With Friends or Relatives (Not People You Live With)?	Frequency	Valid Percent
Six Or Seven Days a Week	92	25.8
Two Or Three Days a Week	79	22.1
Four Or Five Days a Week	75	21.0
Less Than Once A Week	44	12.3
One Day a Week	38	10.6
I Don't Know	20	5.6
Never	9	2.5

Table 45 Listing of Frequencies Across Disability Categories

How Many Days a Week Do You Get Together Socially With Friends or Relatives (Not People You Live With)?	Valid Percent L.D N=204	Valid Percent SED N=44	Valid Percent ID N=38
Six Or Seven Days a Week	26.9	27.3	5.4
Two Or Three Days a Week	22.8	13.6	24.5
Four Or Five Days a Week	25.9	13.6	24.3
Less Than Once A Week	6.6	22.7	27.0
One Day a Week	9.1	11.4	18.9
I Don't Know	6.6	6.8	2.7
Never	2.0	4.5	5.4

Number of Days a Week Involved With Friends or Relatives Not Living With
Comparison of Frequencies Across Disability Categories



Question 33 asked, "In general, how do you feel about your life? Please choose only **one** answer." 32.4% responded with the middle category of "sometimes good, sometimes bad". There were also a number of write-in responses, as seen in Table 46 below.

Table 46 Overall Frequencies

In General, How Do You Feel About Your Life?		
	Frequency	Valid Percent
Sometimes Good, Sometimes Bad	118	32.4
Good	107	29.4
Great	106	29.1
Bad	20	5.5
Other	4	1.1
Depressed	3	.8
Upsetting	1	.3
OK Until Last Month	1	.3
Never Ending Problems	1	.3
Don't Know	1	.3
Confused	1	.3
Autistic	1	.3

The final question asked respondents to write in their comments: "Is there anything else you would like to tell us about your life after you have left high school?" Appendix F contains all of the individual comments from respondents. The original grammar, sentence structure and spelling have been preserved.

Respondents were asked to indicate who had filled out the survey. Of 332 cases, 60.8% of the surveys were filled out by the graduate/exiter themselves, while a parent or guardian filled out 31.4% of the surveys. In 10 cases the parent and former student filled out the form together. Other individual responses are listed in the last table of each data set in Appendix B.

Finally, many respondents chose to write comments, either in response to specific questions or at the end of the questionnaire. These responses are printed here in their entirety, with the original spelling, grammar and language. The content of these comment ranges from brief statements about a former student's life after high school by a happy parent, to a three page diatribe by an angry young adult. These comments may be found in Appendix F.

Overall Conclusions and Recommendations

This study was conducted in order to provide a baseline of the current status of former high school students who received special education services. It is the intention of the Department of Education to repeat this survey every two years in order to assess the effectiveness of improvements in transition programs in Connecticut schools. This section summarizes some of the more significant findings in each section of the survey and offers suggestions for further surveys.

Regarding the current employment status of the cohort, while 67% state that they are currently employed, only 43.4% are working 35 hours or more. While 73% of this group is making above minimum wage ($6.70 per hour), over half receive no job benefits of any kind. This may be partially due to the fact that 41.7% have been working at their jobs less than one year.

Regarding on-the-job assistance, there were significant differences between diagnostic categories. While 66.2% respondents overall do not receive any help, 8.1% of respondents with Intellectual Disabilities receive no help. This group also has the highest rate of employment (84.2%). Individuals with Social/Emotional Disabilities reported a low employment rate (52.3%) and only 14.4% of those answering this question reported any form of job support.

The area of job retention held significant differences between diagnostic groups. Overall, 29.1% of respondents had held two jobs, and 22.8% one job. However, the figure for young adults with Intellectual Disabilities was that 42.9% had held only one job since leaving high school as compared with only 2.3% of respondents with Social/Emotional Disabilities, 44.2% of whom had held two jobs, and 20.9% had held three. Difficulties with their boss or co-workers accounted for 18.4% of respondents overall leaving their most recent job, as compared to 30% of respondents with Social/Emotional Disabilities. “Not enough money” was the second most popular response for both groups in relation to why they had left a job. Differences again arose among those reporting that they were

currently looking for work; while 81.3% of respondents with Intellectual Disabilities stated they were not, 54.8% of respondents with Social/Emotional Disabilities said that they were.

Regarding post-secondary education, predictably 92.1% of respondents with Intellectual Disabilities responded that they are not in a college or training program. 46% of the respondents overall are in some kind of program; these responses included not only colleges, but also trade schools, apprenticeship programs, and the military. 27.9% of this group are not receiving any form of help, nor feel that it is necessary. 45 former students responded that they had been enrolled in a program that they did not complete. Of this group, 55.6% said they did not receive any support services.

Further follow-up of students who have dropped out of post-secondary programs is warranted in order to further examine causes of non-completion. One possible interpretation is that students are not requesting services. While in high school, students tend to be passive participants in the support provision process. When the students enter into postsecondary education, they have to be the initiator and manager of their supports. Students with disabilities often don't have an opportunity to learn what they need to learn to negotiate this role switch. While self-advocacy is beginning to be included in the curriculum in some schools, this is far from widespread. Students should be given a greater role in planning their educational goals far earlier, and required rather than invited to attend their meetings.

A significant question that bears further investigation is that of connection to Adult Service or Community Agencies. 60.9% of respondents stated that they had no contact with any agencies since leaving high school. When analyzed by disability category, there were significant differences, in that a majority of young adults with Learning Disabilities (70.5%) reported no agency contact compared with only 1 individual (2.6%) with Intellectual Disabilities. This is a clear reflection of the lack of available services and funding for the former population, and the existence of a dedicated state agency (Department of Mental Retardation) for the latter.

The clearest differences between diagnostic populations came in the section of the survey on independent living and community participation. While 63.2% of respondents overall report that they are living in their parents' or relatives' home, 92.1% of those with Intellectual Disabilities do so. 83.2% of this group spends most of their time with family members, 28.6% spend time alone, and fewer than half report having any hobbies, fun activities or other recreational activities. The highest reported level of social activity among this group was 27% who reported getting together with friends or relatives they do not live with less than once a week. It appears therefore, that although the majority of this population does receive services from an adult service agency, the impact of this is seen much more in the area of employment than in their involvement in social and community activities, or their residential situation.

From the original letter sent out to Directors of Special Education and Pupil Personnel Services on February 7, 2002, to the final receipt of all addresses at the beginning of April, over 8 weeks and 214 hours of clerical staff time were expended to create a mailing list for the survey. As the intent is to repeat this survey every two years, it would greatly add to the efficiency of the process to have a centralized database of students accessible for this purpose. If this is not possible, we recommend asking school districts to submit addresses of exiting students at the end of each school year, when this data is more readily available.

Many of the results of this survey are consistent with findings by the President's Commission on Excellence in Special Education, despite the relatively low return rate of 13.38%. A recommendation for future surveys is to follow up survey mailings with telephone interviews and face-to-face interviews in order to: 1. Increase the response rate, 2. Obtain more detailed information regarding specific areas such as community support, independent living and community participation. A number of findings warrant further investigation. These include further follow up on employment and employment supports for individuals with Learning Disabilities and Social/Emotional Disabilities; differences in wages by ethnicity; the extent of support services received by students in college or training programs, and the impact of this support on program completion; the role of

schools in developing social skills and community connections; and the role of adult service agencies in the transition planning process.

PART 2: CONNECTICUT TRANSITION PROGRAM

STATUS SURVEY

PART 2: CONNECTICUT TRANSITION PROGRAM STATUS SURVEY

I. Methodology

Subjects

Researchers were provided with mailing labels by the Connecticut Bureau of Special Education and Pupil Services for one hundred fifty four (154) Local Education Agencies (LEAs), seventeen (17) Regional Vocational/Technical Schools, six (6) Charter Schools, ten (10) Regional Educational Service Centers and sixty two (62) private special education facilities in the state, for a total of 249. The surveys were sent to the Directors or Coordinators of Special Education or Pupil Personnel Directors in each district or school. In the case of the Vocational/Technical Schools, surveys were sent to the Superintendent, who then distributed them to the individual schools. The attached cover letter suggested that the survey be completed as part of a team process, so that a variety of professionals providing transition services at both the high school and middle school could give their input. This could include a guidance counselor, special education teacher, L.D. resource room teacher, etc.

Instrument

The Department of Special Education and Pupil Personnel Services determined that the project coordinator, in collaboration with the state Transition Task Force, would revise a pre-existing Transition Program Needs Assessment that had been developed during the Bureau of Special Education's five-year systems change grant. A meeting of the Task Force was held on February 15th to create a final draft of the survey instrument. The survey was then field tested and revised again. The instrument was submitted to the University of Connecticut Health Center Institutional Review Board (IRB) on 2/28/2002. Following several revisions, final IRB approval was received on 4/30/2002.

The final survey instrument consisted of seven major sections containing forty-two (42) questions in several formats. Many questions had several parts to them. The major sections of the survey were as follows:

I. Transition Planning
II. Assessment and Evaluation
III. Curricula
IV. Career Counseling and Vocational Training
V. Linkages to Adult Service Agencies and Providers
VI. Parent Training and Participation
VII. Training and Technical Assistance Needs

The questionnaire is located in Appendix G.

The majority of questions were asked in a yes/no format. However, ten questions required that respondents fill out a table, which broke responses down by disability category. In addition, the final section of the survey gave respondents the opportunity to list any specific training and technical needs they had in each area covered by the survey.

Procedures

Address labels for all Connecticut school districts and approved nonpublic special education programs were obtained from the Connecticut Bureau of Special Education and Pupil Services. Packets were assembled each containing a survey, cover letter, consent form and return envelope. Mailing of surveys, consent forms, and cover letters was completed on May 10th, 2002. As of June 30th, 2002, 28 surveys were returned, primarily from private schools. Due to this low number, a second mailing was sent out on June 21st from the Bureau of Special Education with a cover letter from George Dowaliby, Chief of the Connecticut Bureau of Special Education and Pupil Services, in order to increase the rate of return. 27 calls were made to districts regarding missing surveys, offering assistance. Additionally, 23 letters were sent to districts that had submitted surveys

without consent forms. Data collection was finally closed on September 30th, 2002. The final number of responding districts was a total of 105, with the breakdown as follows:

Public Schools – 66
Regional High School Districts –12
Vocational/Technical Schools – 15
Private Special Education Programs – 6
Regional Education Service Centers (RESCs) – 3
Other - 3

The three schools in the 'Other' category consisted of school programs located in hospital settings. While these may be considered private programs, nevertheless the setting is somewhat unique, and student services tend to be short-term, therefore the decision was made to separate the data received from other groupings. The total of responding districts represents 42.2% of the original mailing of 249.

II. Results

Responses to the survey were analyzed in several ways: First, by overall frequencies for all respondents, second, by each of the five types of schools. The term "Regional" refers to Regional High Schools. Complete data sets of tables are located in Appendices H through M. The following narrative will indicate any significant differences between these data sets. The frequency of responses varied greatly from question to question. Although there were 105 total respondents, please note the frequencies listed in each table for specific questions.

I. Transition Planning

The first question asked, "Does your district employ a transition coordinator?" Overall, 37.1% of respondents said yes, 62.9% said no. Table 1 below illustrates the breakdown of responses by type of school.

Table 1 Frequencies By Type Of School

Does your district employ a transition coordinator?					
	Valid Percent Public N= 66	Valid Percent Voc/Tech N= 15	Valid Percent Regional N= 12	Valid Percent Private N= 6	Valid Percent RESC N= 3
Yes	47.0	0	50.0	66.7	33.3
No	53.0	100.0	50.0	33.3	66.7

The following question asked, "if Yes, are they full time, part time, certified?" Of the 39 transition coordinators employed, 76.9% are fulltime. 74.4% hold some form of certification. Overall responses are as follows in Tables 2 and 3:

Table 2 Overall Frequencies

If Yes, Are they full-time? (N=39)		
	Frequency	Valid Percent
Yes	30	76.9
No	9	23.1

Table 3 Overall Frequencies

If Yes, Are they certified? (N=39)		
	Frequency	Valid Percent
Yes	29	74.4
No	10	25.6

The next part of the question asked respondents to specify the type of certification held. The majority (79.3%) of certified transition coordinators held a certification in Special Education, 10.3% in regular education, 6.9% in Vocational Education, and 26.7% did not specify the type. These results are in Table 4.

Table 4 Overall Frequencies

Type of certification held: (N=39)		
	Frequency	Valid Percent
Special Education	23	79.3
Regular Education	3	10.3
Vocational Education	2	6.9
Other	8	26.7

Question 2 of the survey asked, " If the district has **no** transition coordinator, who has **primary** responsibility for transition services?" 58.8% of responses indicated this was the responsibility of a special education teacher, and 16.2% of the head of the special education department. In the Private programs the percentage of special education teachers rose to 80%, as it is most likely the programs are not large enough to have department heads. The numbers for other schools were consistent with the overall figures shown in Table 5.

Table 5 Overall Frequencies

If the district has no transition coordinator, who has primary responsibility for transition services?		
	Frequency	Valid Percent
Special Education Teacher	40	58.8
Special Education Department Head	11	16.2
Guidance Counselor	0	0.0
School to Career Coordinator	5	7.4
Other	12	17.8

The third question asked, "Does your district provide an orientation for students and parents on the key elements of transition planning?" 48.5% of respondents said they did, as shown in Table 6.

Table 6 Overall Frequencies

Does your district provide an orientation for students and parents on the key elements of transition planning?		
	Frequency	Valid Percent
Yes	50	48.5
No	53	51.5

The following question asked, "In what grade is this provided?" The majority of respondents indicated this occurred in 8th and 9th grade, (36% and 30% respectively) and 16% checked all of the grades from 8 to 12.

Question 5 asked, "Who is involved in developing transition goals and objectives?" Responses indicated a wide variety of individuals and personnel, primarily the special education teacher, (96.2%), the student, (88.6%), the parent/guardian, (87.6%), and the guidance counselor (77.1%). The transition coordinator was one of the lowest frequencies (34.3%). All responses are listed in Table 7.

Table 7 Overall Frequencies

Who is involved in transition goals and objectives? (N=105)		
	Frequency	Valid Percent
Special Education Teacher	101	96.2
Student	93	88.6
Parent/Guardian	92	87.6
Guidance Counselor	81	77.1
Administrator	80	76.2
School Psychologist	67	63.8
Adult Agency Personnel	62	59.0
Regular Education Teacher	57	54.3
School Social Worker	53	50.5
Vocational Education Teacher	37	35.2
Transition Coordinator	36	34.3
School Nurse	33	31.4
Other	20	19.0

The next question asked, "Does the discussion of transition goals and objectives guide the development of the student's Individual Education Plan (IEP)?" 83.3% overall responded affirmatively.

Question 7 asks about issues specifically addressed at every student's Planning and Placement Team (PPT) meeting. The question allowed for multiple answers. The majority of respondents indicated all of the four areas listed were addressed at the PPT, as illustrated in Table 8 below.

Table 8 Overall Frequencies

Are each of the following specifically addressed at every student's PPT beginning at age 15? (N=105)		
	Frequency	Valid Percent
Post-secondary Training and Education	98	93.3
Employment	95	90.5
Community Participation	95	90.5
Independent Living	94	89.5

The following question was, "Do students actively participate in the PPT process?" 104 out of the 105 respondents said yes. The lone dissenter was a public school respondent.

Question 9 asked respondents to fill in a table and asked, "What percentage of students in each of the following disability groups attend their transition planning PPT at the following ages?" Table 9 gives the overall highest frequencies for each age, i.e. those responses in the 75 – 100% range (please refer to Appendix G for the survey instrument).

Table 9 Valid Percent with High Frequency (75% - 100%) of Transition PPT Attendance by Age

AGE	LD	ADD/ ADHD	ID	Visual/ Hearing	Multiple Disabilities	SED	Autism
13	43.7	44.9	41.9	48.3	32.2	46.2	36.7
14	69.0	69.0	59.2	74.3	49.3	70.4	56.5
15	77.9	77.6	67.1	81.1	58.9	75.3	65.7
16	82.1	84.1	69.7	86.3	64.4	79.5	66.7
17	88.1	89.0	72.4	89.0	68.5	85.5	72.5
18	90.5	92.7	76.3	93.2	71.2	90.2	74.3

The data indicates that attendance at PPT meetings by students does increase with age. Children with Intellectual Disabilities, Multiple Disabilities and Autism were the least included in the transition PPT meetings.

II. Assessment and Evaluation

In the first question in this section, school districts were asked to provide information regarding the types of assessment tools and strategies used in the following areas: Vocational, Independent Living, Recreation/Leisure, and Community Participation. Each section listed a variety of common components. Table 10 gives the overall responses in the Vocational area in all responding districts.

Table 10 Overall Frequencies- Type of Vocational Assessments

Identify the assessment components utilized in your transition planning process: A. Vocational		
Informal instruments: (N=105)		
	Frequency	Valid Percent
Student Surveys	84	80.0
Parent Surveys	51	48.6
Teacher Surveys	44	41.9
Other	26	24.8
Standardized instruments: (N=105)		
	Frequency	Valid Percent
Achievement	93	88.6
Career Interest Inventories	91	86.7
Intelligence	88	83.8
Aptitude	69	65.7
Values/Maturity	33	31.4
Other	18	17.1
Situational Assessments: (N=105)		
	Frequency	Valid Percent
Community-Based Vocational Sites	83	79.0
In-school Work Sites	81	77.1
In-school Vocational Classes	79	75.2
Other	7	6.7

Table 11 provides the same information for the Vocational/Technical schools, which rely more heavily on situational assessments and less on student surveys than the other districts do.

Table 11 Vocational/Technical Schools Type of Vocational Assessments

Identify the assessment components utilized in your transition planning process: A. Vocational		
Informal instruments: (N=15)		
	Frequency	Valid Percent
Other	10	66.7
Student Surveys	7	46.7
Teacher Surveys	7	46.7
Parent Surveys	4	26.7
Standardized instruments: (N=15)		
Achievement	11	73.3
Intelligence	10	66.7
Career Interest Inventories	9	60.0
Aptitude	8	53.3
Other	4	26.7
Values/Maturity	2	13.3
	Frequency	Valid Percent
Situational Assessments: (N=15)		
	Frequency	Valid Percent
In-school Work Sites	14	93.3
In-school Vocational Classes	14	93.3
Community-Based Vocational Sites	10	66.7
Other	2	13.3

Part B of this question asked about assessments in the area of Independent Living. 80.0% of schools use informal instruments to assess students, and 36.2% use standardized instruments. Similar percentages apply also in the areas of Recreation/Leisure and Community Participation. Table 12 gives the overall responses in these areas. Generally, few standardized instruments are used in the transition planning process.

Table 12 Overall Frequencies- Type of Assessments

Identify the assessment components utilized in your transition planning process:

B. Independent Living (N=105)

	Frequency	Valid Percent
Informal Instruments	84	80.0
Standardized Instruments	38	36.2

C. Recreation/Leisure (N=105)

	Frequency	Valid Percent
Informal Instruments	83	79.0
Standardized Instruments	20	19.0

D. Community Participation (N=105)

	Frequency	Valid Percent
Informal Instruments	84	80.0
Standardized Instruments	22	21.0

Part E of this question asked about other additional assessment information used. 89.5% used Behavioral/Social summaries, 87.6% indicated medical information was used, and 78.1% used information on Learning Styles.

Question 2 asked, "Do you ever send students to rehabilitation facilities for vocational evaluations?" 58.1% of districts overall said that they did. Surprisingly, 40% of the vocational/technical schools said they did as well. Additionally, as question 3 revealed, 78.1% of schools contract with outside agencies to conduct evaluations. This includes 80% of vocational/technical schools. Table 13 gives the frequencies for all districts, and Table 14 gives the frequencies for the vocational/technical schools.

Table 13 Overall Frequencies

Do you ever send students to rehabilitation facilities for vocational evaluations?		
	Frequency	Valid Percent
Yes	61	58.1
No	44	41.9
Do you ever contract with an outside agency to conduct evaluations?		
	Frequency	Valid Percent
Yes	82	78.1
No	23	21.9

Table 14 Frequency for Vocational/Technical Schools

Do you ever send students to rehabilitation facilities for vocational evaluations?		
	Frequency	Valid Percent
Yes	6	40.0
No	9	60.0
Do you ever contract with an outside agency to conduct evaluations?		
	Frequency	Valid Percent
Yes	12	80.0
No	3	20.0

Question 4, and the final question in this section, asked respondents to indicate percentages within specific disability groups who receive assessments in four major areas. The question specifically asked, "What percentage of students in the following disability groups are currently receiving assessments in the areas listed below? Indicate percentage of each disability group as follows:

A = 75% - 100%, B = 50% - 74%, C = 25% - 49%,D = 0% - 24%".

The frequencies in Table 15 indicate the percentage of each disability group in the 75 – 100% range. This indicates, for example, that while 42.0% of students with Learning Disabilities are receiving vocational assessments, only 10.6% are receiving assessments as to their recreation/leisure skills.

Table 15 Valid Percentage The Percentage Of Each Disability Group Of Which The Majority (75 –100%) Receive Assessments In Specific Areas

ASSESSMENTS:	LD	ADD/ ADHD	ID	Visual/ Hearing	Multiple Disabilities	SED	Autism
Vocational	42.0	40.5	63.3	44.3	59.5	39.8	56.9
Independent Living	12.3	11.5	50.6	18.6	48.1	12.3	46.6
Recreation/Leisure	10.3	9.2	45.6	14.5	42.9	11.4	44.4
Community Participation	16.3	15.4	51.3	20.0	49.4	18.5	46.6

Conversely, Table 16 gives the valid percentages of each disability group reported in the 0 – 24% range, that is, not receiving assessments in the specific area.

Table 16 Valid Percentage The Percentage Of Each Disability Group In The 0–24% Range Receiving Assessments In Specific Areas

ASSESSMENTS:	LD	ADD/ ADHD	ID	Visual/ Hearing	Multiple Disabilities	SED	Autism
Vocational	39.5	41.8	21.5	37.1	25.3	36.1	27.8
Independent Living	77.8	79.5	34.6	71.4	39.2	65.4	38.4
Recreation/Leisure	80.8	82.9	39.2	72.5	44.2	69.6	41.7
Community Participation	72.5	75.6	33.8	68.6	39.2	63	39.7

It would appear from this data that students with Intellectual Disabilities, Multiple Disabilities and Autism are most likely to receive assessments in all areas than are the other three disability groups. Additionally, students with Learning Disabilities, ADD/ADHD and Visual/Hearing Impairments are more likely to receive vocational assessments than they are assessments in independent living, recreation/leisure and community participation.

III Curricula

This section asked respondents to provide information on curriculum content for each of the six disability groups. Each question pertained to either Middle School or High School, and compared integrated classroom teaching, self-contained classroom, and community environments. Percentages of disability groups were indicated for each question as follows: A = 75% - 100%, B = 50% - 74%, C = 25% - 49%, D = 0% - 24%. Table 17 is reproduced from the survey instrument.

Table 17 Sample Table From Connecticut Transition Program Status Survey, Section III: Curricula

SKILLS:	LD	ADD/ ADHD	ID	Visual/ Hearing	Multiple Disability	SED	Autism
Career awareness							
Career planning							
Job seeking/Keeping skills							
Study skills							
Social skills							
Transportation training							
Recreation/Leisure							
Organizational/ Problem solving							
Self-advocacy/Self-determination							
Computer skills							
Independent Living skills							

A comparative analysis was made of the overall frequencies of responses. The following sections compare students in the various disability categories in middle school and in high school across the three teaching settings.

Middle School

The majority of students in all disability categories are taught in either integrated or self-contained classrooms at this age. Skills most likely to be taught in community settings were taught to students with Intellectual Disabilities: social skills (28.6%), independent living skills (28.6%) and recreation/leisure skills (26.9). Transportation skills appear to be taught little in middle school, the highest percentage being 24.5% for students with visual/hearing impairments who are apparently taught these skills in integrated regular classrooms.

1. Students with Learning Disabilities are primarily taught the following skills in integrated regular classes: career awareness (65.6%), career planning (55.9%), study skills (79.4%), social skills (65.2%), organizational/problem solving skills (76.6%), self-advocacy skills (66.7%), and computer skills (82.6%). The percentage of students taught job-seeking skills, independent living and recreation skills is lower in all three environments, and presumably is not as much a part of the curriculum as the other skills are at this age.

2. Students with ADD/ADHD show similar numbers in integrated regular classes, as follows: career awareness (67.2%), career planning (57.1%), study skills (81.8%), social skills (65.1%), organizational/problem solving skills (77.0%), self-advocacy skills (68.3%), and computer skills (83.6%).

3. Students with Intellectual Disabilities: the data on this group is fairly evenly divided between integrated regular classes and self-contained classrooms. Table 18 gives the frequency of responses in each setting that were in the 75%-100% range. The frequencies are lower than those for the previous two disability groups, as the numbers in the 0%-24% range were higher. This can be interpreted as meaning that these skills are not taught as widely to students with Intellectual Disabilities.

Table 18 Percentage Of Students With Intellectual Disabilities Of Whom The Majority (75% - 100%) Are Taught In Integrated Vs. Self Contained Classroom Settings

SKILLS:	INTEGRATED CLASSES	SELF-CONTAINED CLASSES
Career awareness	48.3	40.8
Career planning	37.0	36.7
Job seeking/Keeping skills	27.3	36.0
Study skills	47.5	44.0
Social skills	47.5	52.9
Transportation training	18.2	22.9
Recreation/Leisure	37.9	34.7
Organizational/ Problem solving	54.1	51.0
Self-advocacy/Self-determination	43.3	46.0
Computer skills	53.8	51.0
Independent Living skills	41.7	47.1

4. Students with Visual/Hearing Impairments: again, students in this group are taught primarily in integrated regular classes in middle school. Highest frequency of responses is as follows: career awareness (63.2%), career planning (52.8%), study skills (74.6%), social skills (64.9%), problem solving (75.9%), self-advocacy (63.2%), and computer skills (78.3%) are all taught in integrated settings. Frequencies of teaching job seeking skills, transportation, recreation/leisure and independent living all fall to 46.4% and below.

5. The data on students with Multiple Disabilities follows a similar pattern to that for students with Intellectual Disabilities, as shown in Table 19. However, some of the numbers in integrated classrooms are even lower, such as in the area of organizational/problem solving skills, self-advocacy and independent living skills. The numbers do not always rise correspondingly in the self-contained

classrooms, indicating again that these subjects are not widely taught to this population.

Table 19 Percentage of Students with Multiple Disabilities Of Whom The Majority (75% - 100%) Are Taught in Integrated vs. Self Contained Classroom Settings

SKILLS:	INTEGRATED CLASSES	SELF-CONTAINED CLASSES
Career awareness	41.4	40.8
Career planning	31.5	35.4
Job seeking/Keeping skills	22.2	34.7
Study skills	41.7	45.1
Social skills	43.9	56.0
Transportation training	17.9	21.3
Recreation/Leisure	33.3	38.8
Organizational/ Problem solving	45.8	51.0
Self-advocacy/Self-determination	37.9	47.1
Computer skills	46.8	53.1
Independent Living skills	37.5	48.0

6. Students with Social/Emotional Disabilities are taught most of the listed skills in integrated classroom settings with similar frequency to students with Learning Disabilities, ADD/ADHD or Visual/Hearing Impairments. There are, however, several exceptions of note. The percentage of study skills taught in integrated classes to students with Social/Emotional Disabilities is 67.2% compared with 81.8% for students with ADD/ADHD, and frequency of self-advocacy skills is 58.1% versus 68.3% for students with ADD/ADHD. The greatest difference is in teaching of Computer skills in integrated classes: 68.7% for students with Social Emotional/Disabilities as compared with 83.6% for students with ADD/ADHD.

7. The frequencies of most of the teaching of skills to students with Autism mirrors the pattern for students with Multiple Disabilities, but is a few points lower in all areas in self-contained classrooms. Therefore fewer students with Autism are taught in self-contained classes than students with Multiple Disabilities. Table 20 presents frequencies for students with Autism taught in integrated vs. self contained classroom settings

Table 20 Percentage of Students with Autism Of Whom The Majority (75% - 100%) Are Taught in Integrated vs. Self Contained Classroom Settings

SKILLS:	INTEGRATED CLASSES	SELF-CONTAINED CLASSES
Career awareness	45.3	34.1
Career planning	34.7	27.9
Job seeking/Keeping skills	26.5	41.3
Study skills	50.0	41.3
Social skills	50.9	47.7
Transportation training	18.4	20.9
Recreation/Leisure	39.2	32.6
Organizational/ Problem solving	54.7	43.5
Self-advocacy/Self-determination	46.2	39.1
Computer skills	53.6	45.5
Independent Living skills	42.0	40.5

High School

A greater percentage of high school students overall are taught skills in community settings than in middle school, particularly students with Intellectual Disabilities, Multiple Disabilities and Autism. Additionally, there is an average 5% to 10% increase in the skills taught in self-contained classrooms for all disability groups. This is higher for students with Intellectual Disabilities, Multiple Disabilities and Autism. Tables 21 and 22 are used to present a comparison between high school students with Learning Disabilities and students with Intellectual Disabilities in the three learning environments. Similar frequencies were reported for the other disability groups, with students with ADD/ADHD and Visual/Hearing Impairment falling into the same range as students with Learning Disabilities. Students with Multiple Disabilities and with Autism are in the same range as students with Intellectual Disabilities. Students with Social/Emotional Disabilities fall in between the two ranges. Table 23 illustrates the percentages of students with Social/Emotional Disabilities in the three learning environments.

Table 21 Comparison of Settings for Transition Skills Taught to High School Students With Learning Disabilities

SKILLS:	INTEGRATED CLASSES	COMMUNITY ENVIRONMENTS	SELF-CONTAINED CLASSES
Career awareness	80.7	23.5	38.1
Career planning	78.0	22.1	36.5
Job seeking/ Keeping skills	66.2	22.4	30.2
Study skills	73.8	21.0	47.6
Social skills	60.8	22.7	37.1
Transportation training	25.0	12.9	11.9
Recreation/Leisure	48.6	17.7	21.7
Organizational/ Problem solving	78.0	26.2	43.8
Self-advocacy/Self-determination	64.6	23.1	41.3
Computer skills	79.5	22.7	36.5
Independent Living skills	46.7	18.2	19.7

Table 22 Comparison of Settings for Transition Skills Taught to High School Students With Intellectual Disabilities

SKILLS:	INTEGRATED CLASSES	COMMUNITY ENVIRONMENTS	SELF-CONTAINED CLASSES
Career awareness	54.5	53.6	58.5
Career planning	53.9	50.0	55.4
Job seeking/ Keeping skills	44.4	50.0	55.4
Study skills	44.0	33.9	49.2
Social skills	44.4	53.6	57.8
Transportation training	20.3	40.9	40.3
Recreation/Leisure	35.7	45.3	49.2
Organizational/ Problem solving	47.3	48.5	51.6
Self-advocacy/Self-determination	43.2	50.0	56.9
Computer skills	49.3	33.3	38.7
Independent Living skills	40.0	52.2	58.5

Table 23 Comparison of Settings for Transition Skills Taught to High School Students With Social/Emotional Disabilities

SKILLS:	INTEGRATED CLASSES	COMMUNITY ENVIRONMENTS	SELF-CONTAINED CLASSES
Career awareness	67.5	29.0	46.2
Career planning	63.4	27.5	46.2
Job seeking/ Keeping skills	54.5	29.0	38.5
Study skills	63.8	21.9	50.0
Social skills	56.6	30.9	49.2
Transportation training	20.8	15.4	16.4
Recreation/Leisure	39.2	18.8	29.5
Organizational/ Problem solving	63.8	26.9	47.7
Self-advocacy/Self-determination	55.1	23.9	50.0
Computer skills	65.9	22.4	35.9
Independent Living skills	40.5	20.9	27.4

IV Career Counseling and Vocational Training

The first question in this section asked, "Who provides career counseling/guidance to youth with disabilities?" 90.5% of respondents overall indicated that this was done by the special education teacher, as well as 83.8% indicating this was also done by the guidance counselor. The vocational education teacher was ranked 58.1% overall, as illustrated in Table 24.

Table 24 Overall Frequencies

Who Provides career counseling/guidance to youth with disabilities? (N=105)		
	Frequency	Valid Percent
Special Education Teacher	95	90.5
Guidance Counselor	88	83.8
Vocational Education Teacher	61	58.1
Adult Agency Personnel	55	52.4
Job Coach	45	42.9
Regular Education Teacher	42	40.0
Work-Study Coordinator	41	39.0
Transition Coordinator	38	36.2
Other	16	15.2

Questions 2 and 3 asked about percentages of students in either middle school or high school involved in a variety of vocational alternatives. As in Section III on curricula, the question was presented in a table format and asked districts to indicate the percentages of disability groups for each question as follows:

A = 75% - 100%, B = 50% - 74%, C = 25% - 49%, D = 0% - 24%. In middle school, the highest percentage of students is not in any vocational training at all, as all of the respondents gave the highest percentage of answers as D in each category. Vocational education classes and visits by career speakers provide the most common vocational exposure. More students with Intellectual Disabilities and Multiple Disabilities appear to be involved in a wider variety of experiences than other disability groups. Table 25 presents the percentages of responses given for each vocational training alternative in middle school in the 75% - 100% range.

Table 25 Percentage Of Middle School Students In The Following Disability Groups In Specific Vocational Training Alternatives

VOCATIONAL TRAINING:	LD	ADD/ ADHD	ID	Visual/ Hearing	Multiple Disability	SED	Autism
Simulated vocational training in the classroom	5.7	7.7	26.8	10.9	26.0	9.4	19.6
Vocational education classes	29.1	29.6	35.2	30.6	30.6	26.8	30.8
In-school job sites	7.3	1.9	22.2	6.3	19.6	3.6	15.1
Career speakers	32.8	31.6	25.0	27.5	23.1	27.6	22.2
Field trips to businesses	11.1	11.3	18.5	17.0	19.6	10.7	13.5
Job shadowing	3.7	3.8	9.4	6.3	14.0	3.6	7.7
Volunteer experience	10.7	10.9	13.2	12.0	10.2	5.6	9.6
Other	15.4	8.3	23.1	15.4	23.1	15.4	16.7

In high school, a greater proportion of students are involved in a range of vocational training alternatives than in middle school. However, a greater percentage of students with Intellectual Disabilities and with Multiple Disabilities are involved in more vocational training than any other disability group. This includes simulated classroom training, in-school job sites, field trips, internships, work-study experiences, and so on. The only areas equal for all groups were competitive employment and participation in Adult Day programs.

Between 9.1% to 16.7% of schools reported that 75% to 100% of their students with disabilities were involved in some form of competitive employment. Overall, simulated vocational training, in-school job sites, field trips to businesses, job shadowing and volunteer experiences were the more common alternatives. Youth with Autism fell into the middle range of percentages, lower than students with Intellectual Disabilities and with Multiple Disabilities, but higher than all other disability groups. Table 26 presents the percentages of responses given for each vocational training alternative in high school.

Table 26 Percentage Of High School Students In The Following Disability Groups In Specific Vocational Training Alternatives Responding A= 75% - 100%

VOCATIONAL TRAINING:	LD	ADD/ ADHD	ID	Visual/ Hearing	Multiple Disability	SED	Autism
Simulated vocational training in the classroom	23.7	23.9	64.4	27.4	54.2	28.6	50.0
In-school job sites	22.8	24.3	62.7	26.6	52.7	27.5	45.6
Field trips to businesses	30.3	30.6	56.5	30.6	47.1	31.2	43.1
Job shadowing	20.3	20.3	35.2	21.9	28.8	20.0	30.9
Internships/ Apprenticeships	10.7	9.9	21.7	12.9	20.0	12.0	20.0
Work-study	11.5	12.2	28.2	12.5	22.2	11.5	12.2
Supported employment	6.8	7.2	33.3	10.2	27.9	8.3	27.0
Competitive employment	16.7	15.1	15.7	11.3	11.4	9.1	13.8
Work crews	8.3	8.8	22.1	11.7	19.1	9.6	18.8
Volunteer experience	20.0	21.1	30.4	24.6	23.2	18.7	28.1
Adult Day Program	7.4	7.8	12.7	10.5	12.5	7.4	13.3
Other:	21.4	15.4	46.7	16.7	26.7	14.3	25.0

Question 4 asked, "Who develops job placement and matches the students to the jobs?" Here there were significant differences among the various types of schools, and it is clear that the responsibility of job development is shared among a wide variety of professionals within each school district. Overall, 54.3% responded that it was the special education teacher, but multiple responses also indicate 33.3% said the work/study coordinator, 32.4% the guidance counselor, and even 33.3% the transition coordinator. Table 27 below gives the frequencies by type of school. Private schools and RESCs appear not to employ or use vocational education teachers or work/study coordinators for this purpose. Job development by adult agency personnel ranged from 50.0% in the regional schools,

to no involvement in the Private schools. Vocational/technical schools reported giving this responsibility primarily to the vocational education teacher and the work/study coordinator.

Table 27 Frequencies By Type Of School

Who develops job placements and matches students to the jobs?					
	Valid Percent Public N= 66	Valid Percent Voc/Tech N= 15	Valid Percent Regional N= 12	Valid Percent Private N= 6	Valid Percent RESC N= 3
Transition Coordinator	39.4	6.7	50.0	16.7	33.3
Regular Education Teacher	1.5	20.0	0.0	0.0	0.0
Guidance Counselor	30.3	66.7	25.0	33.3	0.0
Job Coach	30.3	20.0	25.0	16.7	33.3
Vocational Education Teacher	24.2	80.0	25.0	0.0	0.0
Special Education Teacher	54.5	46.7	58.3	50.0	100.0
Work-Study Coordinator	22.7	80.0	50.0	0.0	0.0
Adult Agency Personnel	27.3	40.0	50.0	0.0	33.3
Other	12.1	13.3	25.0	50.0	66.7

Question 5 asked, "Is a career portfolio developed as part of the transition planning process. 49 districts, or 46.7% overall, said yes, it was. Question 6 asked, "If **yes**, at what grade level is this process begun?" 61.2% stated this was begun in the 9th grade.

The next question asked, "Do you employ job coaches?" 51.4% of respondents overall said yes. This dropped to 26.7% for vocational/technical schools, whereas 66.7% of regional high schools employ job coaches. A comparison of school types is in Table 28.

Table 28 Frequencies By Type Of School

Does your district employ job coaches?					
	Valid Percent Public N= 66	Valid Percent Voc/Tech N= 15	Valid Percent Regional N= 12	Valid Percent Private N= 6	Valid Percent RESC N= 3
Yes	56.1	26.7	66.7	50.0	33.3
No	43.9	73.3	33.3	50.0	66.7

Question 8 asked, "If yes, are they fulltime or part time?" Overall frequencies indicate that 55.6% are employed part time. However, in regional districts 75% of job coaches are reported as full time.

The final question in this section asked about job coaches' background and qualifications. As shown in Table 29 below, there are significant differences among types of schools. While 43.2% of job coaches employed in public schools have a high school diploma, and only 10.8% have either a 2 or a 4-year college degree, the RESCs and Private schools report 100% of their job coaches have 4 year college degrees.

Table 29 Frequencies By Type Of School

Job Coach Background and Qualifications					
	Valid Percent Public N= 37	Valid Percent Voc/Tech N= 4	Valid Percent Regional N= 8	Valid Percent Private N= 3	Valid Percent RESC N= 1
H.S. Diploma	43.2	0	25.0	0.0	0.0
2 year college	10.8	0	37.5	0.0	0.0
4 year college	10.8	50.0	12.5	100.0	100.0
Other	29.8	50.0	25.0	0.0	0.0

V. Linkages to Adult Service Agencies and Providers

Section V of the questionnaire deals with the connections made between students with special needs and the agencies that may continue to provide them with services into adulthood after they leave the educational system. The first question asked school districts to identify all of the agencies to which students with disabilities are referred. The majority of students are referred to either the Bureau of Rehabilitation Services (93.3%) or the Department of Mental Retardation (92.4%). The full listing is in Table 30.

Table 30 Overall Frequencies

Identify the agencies to which your students with disabilities are referred (check all that apply):		
	Frequency	Valid Percent
Bureau of Rehabilitation Services (BRS)	98	93.3
Department of Mental Retardation (DMR)	97	92.4
Board of Education Services for the Blind (BESB)	87	82.9
Disability Services at Post-Secondary Institution	72	68.6
Department of Mental Health and Addiction Services (DMHAS)	69	65.7
Community Job Training/Employment Agencies	67	63.5
Other	9	8.6

Question 2 asked, "Who coordinates the scheduling of PPT meetings with the students' adult service providers?" Overall, this responsibility appears to be spread out among a number of professionals, as shown in Table 31. However, in the Vocational/Technical schools, 60.0% of responses indicate the Special Education Department Head does most of the scheduling, as compared with the overall frequency of 34.3%.

Table 31 Overall Frequencies

Who coordinates the scheduling of PPT meetings with the students' adult service providers?		
	Frequency	Valid Percent
Special Education Department Head	36	34.3
Case Manager	36	34.3
Special Education Teacher	22	21.0
Secretary	22	21.0
Other	26	24.8

The next question asked districts to "Identify the adult service agencies that attend IEP meetings, and the frequency of attendance on a scale of often, sometimes or never". The agencies listed were Bureau of Rehabilitation Services (BRS), Department of Mental Retardation, (DMR), Department of Mental Health and Addiction Services (DMHAS), Bureau of Educational Services for the Blind (BESB), Community Employment and Post-Secondary Disability Services. DMR was reported as the agency most often attending meetings (46.7%), with BESB reported second with 38.1%. Table 32 presents all of the reported frequencies of attendance.

Table 32 Frequency of Attendance at IEP meetings by Adult Service Agencies

ADULT SERVICE AGENCIES:	**1 Often**	**2 Sometimes**	**3 Never**
BRS	26.7	62.9	10.5
DMR	46.7	40.0	13.3
DMHAS	7.6	35.2	57.1
BESB	38.1	36.2	25.7
Community Employment	17.1	19.0	63.8
Post. Sec. Disability Services	5.7	10.5	83.8

Question 4 in this section asked, " Does your school district participate in a local community inter-agency planning team?" 24.8% answered yes, and 75.2% responded no.

Question 4 was followed up with, "If **yes**: Do youth with disabilities participate in these programs?" Of this group of respondents (26), 65.4% said yes, they did participate.
Question 5 asked, "Do state agencies or community providers assist students with disabilities in entering educational training programs immediately upon leaving school?" 60.7% of respondents indicated yes, as shown in Table 33 below.

Table 33 Overall Frequencies

Do state agencies or community providers assist students with disabilities in securing job placements immediately upon leaving school? (N=94)

	Frequency	Valid Percent
Yes	57	60.7
No	20	21.3
Don't Know	17	18.1

The final question asked, "Do state agencies or community providers assist students with disabilities in entering educational training programs immediately upon leaving school?" 54.9% of the respondents said yes.

VI. Parent Training and Participation

Question 1 in this section asked, "Does the school provide information about adult service agencies to parents/guardians?" 93.8% of respondents said that yes, they did.

The following question was more specific. It listed some of the most common available resources and asked respondents to indicate which information was provided to parents/guardians. It would appear that two thirds or more of parents are given information on some form of resource, such as community resources (84.8%) Special Education Resource Center (77.1%), local support groups (77.1%) or parent support association (66.7%). Table 34 below lists all of the responses.

Table 34 Overall Frequencies

Does the school provide information to parents/guardians about the following resources? (check all that apply): (N=105)

	Frequency	Valid Percent
Community resources	89	84.8
Special Education Resource Center (SERC)	81	77.1
Local Support Groups	81	77.1
Parent support associations (CPAC, LDA, CACLD, etc.)	70	66.7
Office of Protection and Advocacy	53	50.5
Protection and Advocacy (P & A)	48	45.7
Commission on the Deaf and Hearing Impaired (CDHI)	45	42.9
Other	8	7.6

Question 3 asked, "Are parents encouraged to apply for adult services for their children at least 2 – 3 years prior to exiting the school system?" 91.5% of districts responded yes.

Question 4 asked about specific topics on which information was provided to parents. Transition planning is by far the most common topic about which parents are informed (86.1%). Table 35 lists the topics and frequency of responses.

Table 35 Overall Frequencies

Does the school provide information to parents/guardians on the following topics? (N = 105)

	Frequency	Valid Percent
Transition Planning	93	86.1
Financial Assistance (SSI, SSDI, Title XIX, etc.)	62	59.0
Guardianship	48	45.7
Estate Planning	19	18.1
Other:	7	6.7

The following question asked about specific dissemination methods. The most common responses were that information was provided either at the PPT (91.4%) or at individual parent meetings (80.0%). Table 36 gives the frequencies of various dissemination methods.

Table 36 Overall Frequencies

How is the information on adult services provided to parents/guardians? (N=105)

	Frequency	Valid Percent
PPT	96	91.4
Individual Parent Meetings	84	80.0
Telephone Contact	70	66.7
Newsletters, Brochures	45	42.9
Topical Meetings	40	38.1
Open House	35	33.3
Home Visits	27	25.7
Training Sessions	21	20.0
Other	5	4.8

Question 6 asked, "Who conducts parent/guardian training and/or information dissemination?" 76.2% responded that this was done by the special education teacher, and 52.4% by the guidance counselor. Adult agency personnel account for 37.1% of information dissemination. Table 37 below gives all responses.

Table 37 Overall Responses

Who conducts parent/guardian training and/or information dissemination? (N=105)		
	Frequency	Valid Percent
Special Education Teacher	80	76.2
Guidance Counselor	55	52.4
Adult Agency Personnel	39	37.1
Transition Coordinator	32	30.5
Other	27	25.7
Vocational Education Teacher	23	21.9
Work-Study Coordinator	23	21.9
Job Coach	11	10.5
Regular Education Teacher	4	3.8

Finally, question 7 asked, "Are school facilitated parent support groups available during the transition years?" 68.4% of respondents answered no.

VII. Training and Technical Assistance Needs

The last section of the survey asked districts to indicate which specific needs they had for training, as well as ranking their training needs within three overall areas. In the area of transition planning, 54.3% of districts saw a need for training in futures planning, and 51.4% in developing measurable goals and objectives. 59% or more saw a need for training in all areas of assessment and evaluation, and 50.5% or less have training needs in curriculum development. Table 38 gives all of the frequency percentages of responses to this question.

Table 38 Which Areas Of Technical Assistance And Training Would Be Most Beneficial To Your District

Transition Planning: (N=105)		
	Frequency	Valid Percent
Futures Planning (PATHS, MAPS, etc)	57	54.3
Developing Measurable Goals & Objectives	54	51.4
Introduction & Overview	29	27.6
Other	9	8.6

Assessment and Evaluation (N=105)		
	Frequency	Valid Percent
Vocational	63	60.0
Independent Living	62	59.0
Recreation/Leisure	63	60.0
Community Participation	67	63.9
Other	19	18.1

Curricula (N=105)		
	Frequency	Valid Percent
Social Skills	53	50.5
Self-Advocacy/Self-Determination	51	48.6
Organizational/Problem Solving	50	47.6
Independent Living Skills	50	47.6
Career Awareness	47	44.8
Job seeking/Keeping skills	44	41.9

Finally, districts were asked to rank from 1 – 5 (1= not at all, 5 = a great deal) their needs in the areas of career counseling/vocational training, linkages with adult service agencies, and parent training. Generally, the districts did not see much need for assistance in this area. The highest response was of 37.0% wanting 'some' training in the area of career counseling/vocational training, and 36.6% having 'some' need for training in linkages with adult service agencies. Table 39 gives all of the responses.

Table 39 Technical Assistance And Training Needs

Career Counseling and Vocational Training		
	Frequency	Valid Percent
A Great Deal	11	12.0
A Lot	18	19.6
Some	34	37.0
Very Little	18	19.6
Not At All	11	12.0
Linkages with Adult Services and Community Providers		
	Frequency	Valid Percent
A Great Deal	17	18.3
A Lot	17	18.3
Some	34	36.6
Very Little	12	12.9
Not At All	13	14.0

Parent Training		
	Frequency	Valid Percent
A Great Deal	17	18.5
A Lot	23	25.0
Some	32	34.8
Very Little	10	10.9
Not At All	10	10.9

III. Conclusions and Recommendations

This survey was intended to provide a baseline to be used in conjunction with the Bureau of Special Education and Pupil Services Continuous Improvement Plan for Special Education and Transition Action Plan. This baseline is intended to increase the provision of quality transition services and programs. A number of outcomes are already in place to improve transition services, such as increasing the number of transition coordinators and establishing competency standards for Job Coaches. It is the intent of the Department to replicate this study in the future in order to assess changes and improvements in the system.

While a response rate of 42.2% is relatively high, future surveys could increase this rate by being conducted in the Fall rather than Spring months. Telephone conversations with Special Education Directors or their staff indicated that many did not have the time to fill out a survey of this complexity at a time of year when PPTs were being conducted on a frequent basis. In addition, beginning in June many staff were off for the summer, so that it was not possible for a team to be convened to fill out the survey as originally intended. The more significant finding of this study are summarized as follows:

Transition Planning: The first item of significance is that 62.9% overall of school districts in Connecticut responding to this survey do not employ transition coordinators at this time. For public schools, that figure is 53%. If the district has no transition coordinator, the primary responsibility for transition services is given to the special education teacher in 58.8% of districts or the Special Education Department Head in another 16.2% of districts.

In the development of goals and objectives, besides the student and parent, primary staff involved are the special education teacher and the guidance counselor. Transition Coordinators were only involved 34.3% of the time. This may be due to the number of schools that do not employ Transition Coordinators.

While 104 out of 105 respondent said that students actively participate in the PPT process, attendance by students at their PPT meetings is not consistent. As seen in Table 9, the highest rate of student attendance is 93.2% for students with visual/hearing impairments at age 18. Other disability groups and ages were lower, and children with Intellectual Disabilities and Multiple Disabilities were the least likely to be included in the transition PPT meetings at any age. The highest frequency for students with Multiple Disabilities was 71.2% attendance at age 18. At age 15 this frequency was 58.9%. There is a clear pattern of attendance increasing overall as students get older.

Assessment: It would appear from the survey data that students with Intellectual Disabilities, Multiple Disabilities and Autism are more likely to receive assessments in all areas than are the other three disability groups. Additionally, students with Learning Disabilities, ADD/ADHD and Visual/Hearing Impairments are more likely to receive vocational assessments than they are assessments in independent living, recreation/leisure and community participation. 58.1% of districts indicated that they send students to rehabilitation facilities for vocational evaluations, and 78.1% contract with outside agencies to conduct evaluations.

Curricula: In middle school, the majority of students in all disability categories are taught in either integrated or self-contained classrooms, as opposed to community environments. Social skills (28.6%), independent living skills (28.6%) and recreation/leisure skills (26.9%) taught to students with Intellectual Disabilities provide the highest percentages of skills taught in community settings. Transportation skills appear to be taught little in middle school, the highest percentage being 24.5% for students with visual/hearing impairments who are apparently taught these skills in integrated regular classrooms.

Students with Learning Disabilities, ADD/ADHD, Visual and Hearing Impairments and Social/Emotional Disabilities are taught skills such as career planning, self-advocacy skills and study skills in integrated regular classrooms. However, the percentage of study skills taught in integrated classes to students with Social/Emotional Disabilities is 67.2%

compared with 81.8% for students with ADD/ADHD, and frequency of self-advocacy skills is 58.1% for students with Social/Emotional Disabilities versus 68.3% for students with ADD/ADHD. The greatest difference is in teaching of Computer skills in integrated classes: 68.7% for students with Social Emotional Disability as compared with 83.6% for students with ADD/ADHD. For students with Intellectual Disabilities and Multiple Disabilities and Autism the data is fairly evenly divided between integrated regular classes and self-contained classrooms. This indicates that close to half of the responding districts teach these disability groups in self-contained classroom settings.

In high school, a greater percentage of high school students overall are taught skills in community settings than in middle school, particularly students with Intellectual Disabilities, Multiple Disabilities and Autism. Additionally, there is an average 5% to 10% increase in the skills taught in self-contained classrooms for all disability groups. This is higher for students with Intellectual Disabilities, Multiple Disabilities and Autism.

Career Counseling and Vocational Training: 90.5% of respondents indicated that career counseling and guidance was provided to students by the special education teacher, with 83.8% also listing the guidance counselor. Job development is shared among a variety of professionals, with 54.3% of districts overall indicating that this was done by the special education teacher, in addition to the guidance counselor, transition coordinator or job coach. 56.1% of districts employ job coaches. Regarding job coaches' background and qualifications, while 43.2% of job coaches employed in public schools have a high school diploma, and only 10.8% have either a 2 or a 4-year college degree. The RESCs and Private schools report 100% of their job coaches have 4-year college degrees.

Vocational alternatives were not readily available to students in middle school. Vocational education classes and visits from career speakers provided the most common vocational exposure. More students with Intellectual Disabilities and Multiple Disabilities appear to be involved in a wider variety of experiences than other disability groups in middle school, but these percentages are still low (see Table 25).

In high school, a greater proportion of students are involved in a range of vocational training alternatives than in middle school. Additionally, a greater percentage of students with Intellectual Disabilities and with Multiple Disabilities are involved in some form of vocational training than any other disability group. This includes simulated classroom training, in-school job sites, field trips, internships, work-study experiences, and so on. The only areas equal for all groups were competitive employment and participation in Adult Day programs. The range for competitive employment was 9.1% to 16.7%.

Finally, career portfolios are developed by 46.7% of respondents.

Linkages to Adult Service Agencies and Providers: Schools report that referrals are made to an adult service agency with a frequency as high as 93.3%. However, attendance by adult service agencies at PPT meetings is not consistent, with the Bureau of Rehabilitation Services reported the highest "sometimes" at 62.9%. Highest in the "often" category is the Department of Mental Retardation with 46.7%. Most districts do not participate in a local community inter-agency planning team. Adult agency involvement in the development of transition goals and objectives is reported at 59%.

Parent Training and Participation: 93.8% of schools report that they provide information to parents about adult service agencies. 91.5% of districts encourage parents to apply for adult services at least 2 – 3 years prior to exiting the school system. However, when asked if the district provides an orientation for students and parents on the key elements of transition planning, only 48.5% said they did so, and that the primary method of dissemination of information to parents is the PPT meeting (91.4%). The special education teacher is listed as the individual most likely to conduct the information dissemination (76.2%). Considering the wealth of issues usually discussed at a PPT meeting, this would not seem to be the most conducive environment in which critical information about adult services should be provided.

Recommendations: Based on the data from this survey, there are a number of gaps in transition programming to be addressed. These include:

7. Increasing the number of Transition Coordinators, particularly in public schools.
8. A greater emphasis on student participation at PPT meetings prior to age 18, especially for students with Intellectual Disabilities, Multiple Disabilities and Autism.
9. Implementation of uniform standards for training of job coaches.
10. More vocational training opportunities need to be provided for students with Learning Disabilities and Social/Emotional Disabilities
11. Adult Service Agency involvement in the development of transition goals and objectives and attendance of representatives at PPT meetings are both low, despite schools reporting a high rate of referral to these agencies. This is an area of significant need, given the information from the Follow-up Survey of former special education students, that 61% of those who left school in the year 2000 two years out of school have had no contact with counselors from any adult service or community agency.
12. Parents need information on transition planning at an earlier age, outside of PPT meetings. Knowledgeable personnel should conduct orientations for both students and parents on the key elements of transition planning at least 3 years prior to exiting the school system.
13. School districts are asking for technical assistance and training particularly in the areas of Futures Planning, development of goals and objectives, and all areas of assessment and evaluation.